

Criteria	Paper 1	Unit B2
<p>Short key title from which the learning is derived.</p>	<p>TOPIC</p>	<p>Organisation</p>
<p>A clear outline of the knowledge which the students will receive across the topic. A clear overview of the explanation that should be delivered in order for pupils to progress.</p> <p><i>The detail for the above needs to be sufficient that teachers and leaders are aware of the key required knowledge to plan individual classes to suit context of students.</i></p>	<p>KNOWLEDGE TAUGHT</p>	<p>Organisation</p> <ul style="list-style-type: none"> • Identify the organs and their roles in the digestive system • Describe the role of enzymes in digestion • Describe the structure of the heart and lungs • Describe the structure of function of different blood vessels • Describe cardiovascular disease and heart defects • Describe the differences between health and disease • Describe risk factors for non-communicable diseases <p>Plant Knowledge</p> <ul style="list-style-type: none"> • Describe the structure and function of plant tissues • Describe the process of transpiration • Describe the process of translocation •
<p>A clear outline of the skills which will be developed in order to support their knowledge acquisition and application. A clear outline of trips / visits which will underpin and embed their knowledge along with supporting Cultural Capital.</p>	<p>SKILLS DEVELOPED <i>(Include any trips and visits)</i></p>	<p>Organisation</p> <ul style="list-style-type: none"> • Investigate food tests • Investigate pH and temperature affect on enzyme activity • Investigate stomata using microscopes • Application of data studying patterns and trends in disease.
<p>A clear explanation of assessments which will provide students with feedback on how to secure progress. Formative; Verbal / Peer / Self feedback should be connected to each lesson to support next step planning. Written feedback should be initiated at least twice per half term. Summative; to support application of topic knowledge. <i>Workbooks will clearly demonstrate the progress of students learning through the topic.</i></p>	<p>ASSESSMENTS <i>(Minimum two per half term, with focussed marking)</i></p>	<ul style="list-style-type: none"> • Half Term Test • Assessed Tasks for Organisation • Verbal feedback given with lessons and Peer/ self-assessment linked to exam content linked to every lesson. • Covered in PPE 1
<p>A clear outline of Home Learning which will be provided weekly.</p> <p><i>Provide 'nugget title' if using Century resources. Student progress needs to be recorded.</i></p>	<p>HOME LEARNING <i>(To be made available via Century Tech; one per week)</i></p>	<ol style="list-style-type: none"> 1. Cells, Tissues and Organs 2. Enzymes and Digestion 3. The Heart 4. Breathing and Gaseous Exchange 5. Plant Tissues and Organs 6. Non-communicable diseases 7. Smoking and disease 8. Alcohol and Disease

		9. Revision for Half term Test
<p>A clear explanation of prior learning which would have been required in order to build the learning for this topic.</p> <p>A clear explanation of positioning which justifies why this topic is being taught at this stage.</p> <p><i>Identify 'gaps' that need to be addressed and planned in order to support students learning steps.</i></p>	<p>SEQUENCING <i>(What must students already have been taught in order to begin to learn this topic? Identify opportunities to address knowledge gaps)</i></p>	<p>Yr 7 - Organs (Aut 2), Name the major organs in the body, Describe how cells build up to form an organism, Name the 5 senses and Explain how muscles work</p> <p>Yr7-Reproduction (Aut2), Identify male and female organs, Identify plant reproductive organs, Describe difference between sexual and asexual reproduction, Describe factors affecting fertility in humans and plants</p> <p>Yr 9 Organisation Foundation Level Only</p> <p>Yr10 B1 :Cells cover structure and functions of specialised cells and organ formation. Also transport of substances between cells.</p>
<p>A clear explanation of how Fundamental British Values and SMSC are addressed within the topic.</p> <p>An identification of cross-curricular links to ensure correlation between topics and sequencing is considered to secure student learning.</p>	<p>SCHEMAS <i>(Where might students learn about elements of this topic in other subjects? Which subjects might this topic feed into beyond your own?)</i></p>	<p>PE</p> <p>Health and Social Care</p> <p>Food Tech</p>
<p>Outline career paths which use the knowledge and skills learnt in this topic.</p>	<p>CAREERS LINKS <i>(How might this benefit them in the future?)</i></p>	<p>Literacy skills – relevant for all future career and post-16 pathways.</p> <p>Pharmaceutical Industry</p> <p>Medical & Health Careers</p>