

# Year 7 Human Biology - Objectives and Assessment

Lesson	Range and Content Objective	Skills Objective	Activities	Formal Assessment	Success Criteria
1	To understand the term 'organ'		<ul style="list-style-type: none"> <li>In groups, draw, label and discuss what they think is inside their body.</li> <li>Define organs and locate and name major ones.</li> <li>Discuss jobs of major organs.</li> <li>Cut and stick torso</li> <li>PMI 2 of all organs</li> </ul>		<ul style="list-style-type: none"> <li>Must name and locate major human organs.</li> <li>Challenge: describe the jobs of each organ.</li> </ul>
2	Skeleton		<ul style="list-style-type: none"> <li>Bone structure</li> <li>Parts of the skeleton/names of bones.</li> <li>Role/function of bones (movement, support, protection (e.g. the skull)).</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>
3	Bones, muscles and movement (biomechanics)		<ul style="list-style-type: none"> <li>Names of common movement muscles (tricep and bicep)</li> <li>Movement - interaction between bones and muscles.</li> </ul>		
4	To know what organs are made of	To be able to use a microscope.	<ul style="list-style-type: none"> <li>Ideas on objective, how can we tell?</li> <li>Microscope, history and use.</li> <li>Labelling of microscope.</li> <li>Use microscope to look at</li> </ul>		<ul style="list-style-type: none"> <li>Must be able to focus an image on a microscope.</li> <li>Challenge: change the magnification.</li> </ul>

# Year 7 Human Biology - Objectives and Assessment

			everyday objects, such as writing etc. Allow children to explore and check that all are able to focus an image on different magnifications.		
5		To be able to use a microscope	<ul style="list-style-type: none"> <li>Looking at objects and biological sample slides under microscope, sketching what can be seen.</li> <li>Note any similarities between biological samples.</li> </ul>		<ul style="list-style-type: none"> <li>As above.</li> </ul>
6	To understand the work of Robert Hooke.	To be able to produce a biological sample to view under a microscope.	<ul style="list-style-type: none"> <li>Discuss Robert Hooke and his microscope (show picture)</li> <li>Children make onion skin slides to view under microscope (use iodine as a stain)</li> <li>Sketch what can be seen, encourage detail, as Robert Hooke's sketch.</li> <li>Explain the term 'cells' and why they were named 'cells'</li> <li>Look at other mounted slides for cells.</li> </ul>		<ul style="list-style-type: none"> <li>Must prepare a slide to look at under the microscope.</li> <li>Challenge: find similarities between your sample and Robert Hooke's work.</li> </ul>
7	To know the names and functions of the parts of an animal	Use a model to describe a scientific concept.	<ul style="list-style-type: none"> <li>Look at an animal cell in diagram form.</li> <li>Children make model cell</li> </ul>		<ul style="list-style-type: none"> <li>Must name the parts of an animal cell</li> <li>Challenge: name the</li> </ul>

# Year 7 Human Biology - Objectives and Assessment

	cell.		<p>from instruction sheet</p> <ul style="list-style-type: none"> <li>• Groups work out jobs of parts and answer the questions.</li> <li>• Draw and label diagram of an animal cell (including mitochondria).</li> <li>• Look at animal cells under a microscope (from mounted slides)</li> </ul>		jobs of the parts of an animal cell
8	<p>To know the names and functions of the parts of a plant cell.</p> <p>To be able to tell the difference between animal and plant cells.</p>	Use a model to describe a scientific concept.	<ul style="list-style-type: none"> <li>• Recap animal cell.</li> <li>• Dissect model plant cell.</li> <li>• Animal or plant cell sheet</li> <li>• Vocab bingo</li> </ul>		<ul style="list-style-type: none"> <li>• Must be able to identify a cell as an animal or a plant cell</li> <li>• Challenge: Name all the parts of each type of cell and give their jobs.</li> </ul>
9		Use a model to describe a scientific concept.	<ul style="list-style-type: none"> <li>• Badger model cell assessment task</li> <li>• Peer marking opportunity</li> </ul>	Formal assessment using s/c	<ul style="list-style-type: none"> <li>• See levelled s/c</li> </ul>
10	To understand the term 'specialised cell'		<ul style="list-style-type: none"> <li>• Use active book to match specialised cell to job and give reasons.</li> <li>• Cut and stick specialised cell task.</li> <li>• Job adverts for cells (OUP)</li> </ul>		<ul style="list-style-type: none"> <li>• Must match a specialised cell to its description.</li> <li>• Challenge: identify features of specialised cells.</li> </ul>

# Year 7 Human Biology - Objectives and Assessment

11	To know the names and functions of the male and female reproductive organs.		<ul style="list-style-type: none"> <li>• Consideration of a sperm and egg cell (ovum) as specialised cells.</li> <li>• Where are these cells found?</li> <li>• Children attempt to label diagram of male and female reproductive organs.</li> <li>• Discuss correct versions and label again.</li> <li>• Vocab bingo</li> </ul>		<ul style="list-style-type: none"> <li>• Must name the major organs and locate them on a diagram</li> <li>• Challenge: Give the functions of all the organs.</li> </ul>
12	To understand the purpose of the menstrual cycle.		<ul style="list-style-type: none"> <li>• Watch Tesco video (puberty and sex section) to show how a sperm reaches an egg.</li> <li>• Point out that an egg isn't always there, that they are released once a month</li> <li>• Explain the main stages of the menstrual cycle (OUP) and link to fertilisation.</li> <li>• Menstrual cycle worksheet</li> <li>• Discussion of sanitary products.</li> </ul>		<ul style="list-style-type: none"> <li>• Must identify main stages of the menstrual cycle</li> <li>• Challenge: explain the importance of the menstrual cycle to human reproduction.</li> </ul>
13	To understand the process of fertilisation.		<ul style="list-style-type: none"> <li>• Follow the journey a sperm makes from testes to egg.</li> <li>• Watch BBC video of process.</li> </ul>		<ul style="list-style-type: none"> <li>• Must describe the journey a sperm takes to fertilise and egg.</li> <li>• Challenge: explain why</li> </ul>

# Year 7 Human Biology - Objectives and Assessment

			<ul style="list-style-type: none"> <li>Supporting worksheets.</li> <li>Writing/sorting journey of a sperm.</li> </ul>		<p>millions of sperm are released at a time.</p>
16	To understand how the development of a fetus.		<ul style="list-style-type: none"> <li>Explain stages of cell division after fertilisation to implantation. (can consider twins at this point)</li> <li>Watch BBC video on the development in the first 12 weeks.</li> <li>Supporting tasks.</li> </ul>		<ul style="list-style-type: none"> <li>Must order diagrams to show development from a fertilised egg to a fetus.</li> <li>Challenge: explain how twins are made.</li> </ul>
17	To know how a fetus survives inside its mother uterus.		<ul style="list-style-type: none"> <li>Labelling of diagram and functions of:               <ul style="list-style-type: none"> <li>Placenta</li> <li>Umbilical cord</li> <li>Amniotic fluid.</li> </ul> </li> <li>BBC DVD shows a placenta and explains its importance.</li> <li>List things that a developing fetus might need and the waste it might produce.</li> <li>Emphasise that food/oxygen etc is dissolved in the mothers blood supply.</li> </ul>		<ul style="list-style-type: none"> <li>Must label the inside of the uterus correctly</li> <li>Challenge: explain the functions of the organs listed.</li> </ul>
18	To the stages of the birth of a baby.		<ul style="list-style-type: none"> <li>Discussion on ideas of childbirth</li> <li>Watch video and outline the stages of childbirth</li> </ul>		<ul style="list-style-type: none"> <li>Must give the main stages of childbirth</li> <li>Challenge: explain the importance of</li> </ul>

# Year 7 Human Biology - Objectives and Assessment

			<ul style="list-style-type: none"> <li>Supporting worksheets.</li> <li>PMI pregnancy should last 20 months.</li> </ul>		contractions.
19	To know the changes that a body undergoes during puberty		<ul style="list-style-type: none"> <li>Groups list ideas of changes that a body might go through during puberty.</li> <li>Watch Tesco/BBC video on puberty</li> <li>Body Story → You tube</li> <li>Supporting worksheets</li> <li>Answering of advice letters.</li> </ul>		<ul style="list-style-type: none"> <li>Must name some changes a body undergoes during puberty.</li> <li>Challenge: Explain why these changes are necessary.</li> </ul>
			Badger assessment task on unit in assessment books	Levelled S/C	<ul style="list-style-type: none"> <li>Levelled S/C</li> </ul>
			END OF TOPIC TEST		