

Reproduction Year 7		Curriculum Checkpoints: What do students know and what can they do?				YT Clips
Summative Comment		Developing	Securing	Mastering	Excelling	
Substantive Knowledge		<p>I need tostate the definitions for adolescence and puberty state the changes of the bodies of boys and girls during puberty. name the main structures of the male and female reproductive structures. state a function of the main structures of the male and female reproductive systemsstate the definitions of gametes.state what is meant by fertilisationstate the definition of gestation. state how long a pregnancy lasts. state a simple definition of the menstrual cycle. state the main stages in the menstrual cycle name the parts of a flower. state what is meant by pollinationname two methods of pollination ...state what is meant by fertilisation in plants. state what seeds and fruit are. describe the process of fertilisation in plants. state what is meant by seed dispersal. name the methods of seed dispersal.</p>	<p>I canstate the definitions for adolescence and puberty state the changes of the bodies of boys and girls during puberty. name the main structures of the male and female reproductive structures. state a function of the main structures of the male and female reproductive systems state the definitions of gametes.state what is meant by fertilisationstate the definition of gestation. state how long a pregnancy lasts. state a simple definition of the menstrual cycle. state the main stages in the menstrual cycle name the parts of a flower. state what is meant by pollinationname two methods of pollinationstate what is meant by fertilisation in plants. state what seeds and fruit are. describe the process of fertilisation in plants. state what is meant by seed dispersal. name the methods of seed dispersal.</p>	<p>I can..... state the difference between adolescence and puberty.describe and partially explain the main changes which take place during puberty describe the main structures in the male and female reproductive systemdescribe the function of the main structures in the male and female reproductive systems.describe the structure and function of gametes. describe and partially explain the process of fertilisation.describe what happens during gestation describe and partially explain what happens during birth.state what the menstrual cycle is. describe and partially explain the main stages of the menstrual cycle. identify the main structures in a flower.describe the process of pollination describe the differences between wind pollinated and insect pollinated plants.describe how seeds and fruits are formed..... state the ways that seeds can be dispersed describe how a seed is adapted to its method of dispersal.</p>	<p>I can..... explain the difference between adolescence and puberty. confidently explain the main changes that take place during puberty. explain how different parts of the male and female reproductive systems work together to achieve certain functions. explain the adaptations of some of the main structures that help them function.expertly compare the male and female gametes. explain the sequence of fertilisation and implantation. describe confidently and accurately the sequence of events during gestation. explain in detail how contractions bring about birth.confidently explain the role of the menstrual cycle in reproduction. describe the stages of the menstrual cycle as a timed sequence of eventsexplain how the structures of the flower are adapted to their function explain the role of pollination in plant reproduction.explain the processes of wind and insect pollination comparing the similarities and differences between the two. explain the process of fertilisation in plants, explaining the role of each of the parts involved in the process. explain how the germination of seeds occurs. explain why seeds are dispersed.</p>	<p>https://www.youtube.com/watch?v=FP52im_3o https://www.youtube.com/watch?v=MFARv0-r45A</p>
	Disciplinary Knowledge	<p>I need to.....dissect a flower, with helpdesign a plant, with help</p>	<p>I can.....dissect a flower, with helpdesign a plant, with help</p>	<p>I can confidently dissect a flowerdesign a plant</p>	<p>I can..... expertly dissect a flowerconfidently design a plant</p>	<p>https://www.youtube.com/watch?v=8tmVMzu18</p>
		Curriculum Checkpoints: What do students know and what can they do?				YT Clips
		Developing	Securing	Mastering	Excelling	
		<p>I need to know what a cell is. know that a microscope is used to observe a cell. know that there are many types of cell.be able to identify animal and plant cells from simple drawings giving one similarity & one difference between them. match the component of a cell to its function. know that cells can have a different structure or feature so it can do a specific job.be able to name some examples of specialised animal and plant cells.be able to state some specialised features of animal and plant cells.to be able to identify substances that move in and out of cells.state simply what diffusion is. name an example of a unicellular organism. Identify some structures of unicellular organisms (e.g amoeba & euglena). know multicellular organisms are composed of cells which are organised into tissues, organs and organ systems to carry out life processes.state what is meant by a tissue, an organ, and an organ system.state the sequence of the hierarchy of organisation in multicellular organism. use information provided to list the organs and state the functions of that system</p>	<p>I can partially describe what a cell is.partially describe how a microscope is used to observe a cell and label the key parts of the microscope.know that there are many types of cell.partially identify animal and plant cells from simple drawings identifying one similarity & one difference between them.match the component of a cell to its function.know that cells can have a different structure or feature so it can do a specific job.name some examples of specialised animal and plant cells.partially describe examples of specialised animal and plant cells. partially summarize the descriptions of specialised features of plant and animal cells in a table.partially name some substances that move into and out of cells.partially describe the process of diffusion.name an example of a unicellular organism and partially describe what a unicellular organism is.identify and partially describe some structures of unicellular organisms (e.g amoeba & euglena).partially know multicellular organisms are composed of cells which are organised into tissues, organs and organ systems to carry out life processes. state what is meant by a tissue, an organ and organ system.state, with help, the sequence of the hierarchy of organisation in multicellular organism.partially use information provided to list the organs and state the functions of that system</p>	<p>I can..... confidently describe what a cell is. confidently describe how a microscope is used to observe a cell and correctly label the function of each part of a microscope.confidently describe the many types of cell that exist. confidently identify animal and plant cells from drawings identifying similarities & differences between them.confidently describe the function of a component of an animal and plant cell. confidently name numerous examples of specialised animal and plant cells.confidently describe examples of specialised animal and plant cells. confidently describe the key features of numerous examples of specialised animal and plant cells making links between their structure and function.confidently name substances that move into and out of cells confidently describe and partially explain the process of diffusion.confidently describe what a unicellular organism is giving examples. confidently describe the structures of unicellular organisms (e.g amoeba & euglena). confidently describe that multicellular organisms are composed of cells which are organised into tissues, organs and organ systems to carry out life processes. confidently define and state examples of tissues, organs and organ systems.confidently explain the hierarchy of the organisation in a multicellular organismconfidently interpret information provided to decide on the function of individual organs and of the organ systems</p>	<p>I can.....expertly explain what a cell is.expertly explain how a microscope is used to observe a cell and correctly label the detailed function of each part of the microscope.expertly describe and draw animal and plant cells identifying multiple similarities & differences between them. expertly describe and explain the function of a component of an animal and plant cell and link functions of cell components to life processes.expertly identify and name numerous examples of specialised animal and plant cells. expertly describe in detail numerous examples of specialised animal and plant cells.expertly explain the key features of numerous examples of specialised animal and plant cells making clear links between their structure and function.confidently compare and contrast specialised features of plant and animal cells.expertly explain which substances move into and out of cells.expertly describe and explain the process of diffusion. expertly explain what a unicellular organism is and give detailed examples expertly describe and explain the structure and function of amoebas and euglena.understand why multi-cellular organisms need organ systems to keep their cells alive.expertly explain in detail the hierarchy of organisation in a multicellular organisms, using a range of examples.expertly explain how the different tissues in an organ, and the different organs in an organ system function together understanding how damage to, or failure of an organ would affect other body systems.expertly interpret information to explain the functions of several organs systems and possibly make deductions about how medical treatments work based on the hierarchy of organisation.</p>	<p>https://www.youtube.com/watch?v=4Op8YlwH9DU https://www.youtube.com/watch?v=students_watch_and_make_notes_on_ideas_over_time</p>

		<p>I need to..... use a microscope, with help, to observe a prepared slide and draw the cells.</p> <p>.....make sets of observations or measurements of diffusion of coloured gel, identifying the ranges and intervals used.</p> <p>.....select the appropriate apparatus to observe unicellular organisms</p>	<p>I can.....use a microscope, with help, to observe a prepared slide and draw the cells. .</p> <p>..... with help make observations or measurements to collect data of diffusion of coloured gel, choosing appropriate ranges, and values for measurements and observations.</p> <p>..... with help, select the appropriate apparatus to observe unicellular organisms</p>	<p>I can..... confidently use a microscope, independently to observe a prepared slide, state the magnification and accurately draw and label the cells.</p> <p>.....confidently make observations or measurements to collect data of diffusion of coloured gel, choosing appropriate ranges, and values for measurements and observations.</p> <p>.....confidently select the appropriate apparatus and magnification to observe amoeba/euglena.</p>	<p>I can..... expertly use a microscope, independently to observe a prepared slide, calculate the magnification and accurately draw and annotate the cells.</p> <p>.....expertly make observations or measurements and choose and justify data collection methods of diffusion of coloured gels that minimise error and produce precise and reliable data.</p> <p>.....expertly give justification for the choice of magnification when observing amoeba/euglena through a microscope</p>	<p>https://www.bbc.co.uk/bitesize/topics/znvycdm/articles/zfj3rwx</p>
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