




'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Human Reproduction

Curriculum Intent	
Skills/National Curriculum Links	<p>In addition to working further on objectives from KS2 and the Cells topic, pupils will be taught, following National Curriculum guidelines, the following this topic:</p> <p>Reproduction</p> <ul style="list-style-type: none"> • reproduction in humans (as an example of a mammal), including: • the structure and function of the male and female reproductive systems, • menstrual cycle (without details of hormones) • gametes, fertilisation, gestation and birth • the effect of maternal lifestyle on the foetus through the placenta
Spiritual, moral, social, and cultural development	<p>SMSC: Enable students to develop their self-knowledge of their own body.</p> <p>PSHE/British Values: <i>Knowing where we came from and how the next generation will arise is extremely important</i></p> <p>Skills Builder: Listening (Receiving, retaining and processing info), Speaking (The oral transmission of info and ideas), Problem solving (Find a solution to a situation or challenge), Creativity (imagination and generation of new ideas), Staying positive (The ability to use tactics and strategies to overcome setbacks), aiming high (Set clear and tangible goals), Leadership and teamwork</p>
Numeracy	Number of chromosomes in gametes
Literacy	<p>Vocabulary Tier 2: Emotional, physical, structure, function, erect, waft, attaches, released, produced, develop, contract, spongy, attaches,</p> <p>Vocabulary Tier 3: Adolescence, puberty, sex hormone, reproductive system, sperm cell, testicles, scrotum, semen, sperm duct, urethra, penis, sexual intercourse, egg cell, ovary, oviduct (fallopian tube), uterus, (womb), cervix, vagina, gamete, fertilisation, cilia, ejaculation, embryo, implantation, gestation, fetus, placenta, umbilical cord, amniotic fluid, diffuse, period, menstruation, menstrual cycle, ovulation, contraception, condom, contraceptive pill, STI,</p> <p>Reading: Students may be directed to the textbook; this could be in lesson or at home on Kerboodle.</p> <p>Writing: Describing and explaining scientific phenomenon, free response writing for describing precautions taken, use of word mat to promote sentence formation.</p> <p>Oracy: inclusion of BEST resources which are research evidence on common misunderstandings in science, effective diagnostic questioning and formative assessment, constructivist approaches to building understanding, and effective sequencing of key concepts that promote metacognitive talk and dialogue.</p>
Becoming future ready	<p>Careers/Employability:</p> <ul style="list-style-type: none"> - Midwife - Doctor - Fertility clinician
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: Linear assessments and differentiated practical work.</p> <p>By resource: Lessons are differentiated per class and students, worksheets are coloured blue if support and assessments are linear.:</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p>

	This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
Implementation Curriculum Delivery	To be able to:
Learning Outcomes (Core Knowledge)	<p><i>Know</i></p> <ul style="list-style-type: none"> - Name the main structures of the male and female reproductive system, including gametes. - State a function of the main structures of the male and female reproductive system. - Extract information from text to state structures and functions of the key parts of the reproductive systems in a table. <p><i>Apply</i></p> <ul style="list-style-type: none"> - Describe the main structures in the male and female reproductive systems. - Describe the function of the main structures in the male and female reproductive systems. - Extract information from text to describe structures and functions of the key parts of the reproductive systems in a table. <p><i>Extend</i></p> <ul style="list-style-type: none"> - 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. - Extract information from text to explain structures and functions of the key parts of the reproductive systems in a table.
	<p><i>Know</i></p> <ul style="list-style-type: none"> - State the definitions for adolescence and puberty. - State changes to the bodies of boys and girls during puberty. - Interpret observations given, as changes that occur in boys or in girls. <p><i>Apply</i></p> <ul style="list-style-type: none"> - State the difference between adolescence and puberty. - Describe the main changes that take place during puberty. - Interpret observations given, to categorise the changes during adolescence. <p><i>Extend</i></p> <ul style="list-style-type: none"> - Explain the different between adolescence and puberty.
	<p><i>Know</i></p> <ul style="list-style-type: none"> - State what is meant by a person being infertile. - State what is meant by fertilisation. - State that if an egg is fertilised it settles into the uterus lining. <p><i>Apply</i></p> <ul style="list-style-type: none"> - Describe some causes of infertility. - Describe the process of fertilisation and where it occurs in the body. - Use a diagram to show the main steps that take place from the production of sex cells to the formation of an embryo. <p><i>Extend</i></p> <ul style="list-style-type: none"> - Discuss some causes of infertility and how these may be treated. - Explain the sequence of fertilisation and implantation.
	<p><i>Know</i></p> <ul style="list-style-type: none"> - State the definition of gestation. - State how long a pregnancy lasts. <p><i>Apply</i></p> <ul style="list-style-type: none"> - Describe what happens during gestation. - Describe what happens during birth. - Explain whether substances are passed from the mother to the foetus or not. <p><i>Extend</i></p> <ul style="list-style-type: none"> - Describe accurately the sequence of events during gestation. - Explain in detail how contractions bring about birth. - Predict the effect of cigarettes, alcohol, or drugs on the developing fetus.
	<p><i>Know</i></p> <ul style="list-style-type: none"> - State the length of the menstrual cycle. - State the main stages in the menstrual cycle. - Present key pieces of information in a sequence. <p><i>Apply</i></p> <ul style="list-style-type: none"> - State what the menstrual cycle is.

	<ul style="list-style-type: none"> - Identify key events on a diagram of the menstrual cycle. - Present information in the form of a graphical timeline. <p><i>Extend</i></p> <ul style="list-style-type: none"> - Explain why pregnancy is more or less likely at certain stages of the menstrual cycle. - Make deductions about how contraception methods work. - Present information in the form of a scaled timeline or pie chart. 		
Current learning to be developed in the future within:	<p><i>Before:</i></p> <p>From KS2 you already know that living things produce offspring of the same kind but they are not identical to their parents.</p> <p>The changes as humans develop from birth to old age.</p> <p>A lifecycle shows the different stages in an organism's life from birth to old age.</p>	<p><i>Future:</i></p> <p>GCSE will bring further study in more detail with the specific role of hormonal control of the female reproductive system. STD and methods of contraception will be looked at in more detail too. The medical advances of IVF and embryonic genetic screening and the ethical issues that this brings will be studied to.</p>	
Assessment	Refer to assessment maps for formative and summative assessment opportunities.		
Impact	Attainment and Progress – Refer to assessment results / data review documentation.		