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| **YEAR \_\_\_\_ 2023-2024\_\_\_\_\_ TERM: Spring 2 (Y11)**  **‘An ambitious curriculum that meets the needs of all’**  **Medium Term Planning - Topic: Health Issues** | |
| **Curriculum Intent** | **In addition to working further on objectives from KS3 Breathing & Respiration, Health & Disease and KS4 Topics 4 Heart, Circulation & Respiration, & Transport, 7 Immunology & Disease and 11 Hormones & Homeostasis, pupils will be taught, following National Curriculum guidelines, the following in this topic:**   * the relationship between health and disease * non-communicable diseases * the impact of lifestyle factors on the incidence of non-communicable diseases. |
| **Skills/National Curriculum Links** |
| **Spiritual, moral, social, and cultural development** | **SMSC:** Informed health choices, addiction, cancer, obesity, diet, risk factors for disease  **PSHE/British Values:**  Making informed health choices, how headlines present data in biased ways  **Skills Builder:** |
| **Numeracy** | Skills developed include the drawing and interpretation of bar charts, the differences between correlation and causation with respect of different factors on disease likelihood |
| **Literacy** | **Vocabulary Tier 2:** cancer, tumour, smoking, obesity, chemotherapy, radiotherapy, addiction, risk  **Vocabulary Tier 3:** malignant, benign, mutation, genetic risk, communicable, non-communicable  **Reading:** Students are given opportunity to develop their skills in specified tasks that develop disciplinary literacy. Throughout the GCSE Biology and Combined Science course they develop their understanding of the requirements of exam questions and the key terminology in questions. In addition, they read practical methodology and translate this to actions in laboratory tasks.  **Writing:** Students construct answers independently and through class teaching. Their answers range from single word answers to the planning and writing of 6-mark “extended writing” tasks that require linking of multiple concepts from a topic. These often develop students’ ability to construct written evaluations of contrasting situations, where the use of comparative connectives are required.  **Oracy:** Students are regularly given the opportunity to practice their scientific vocabulary in class discussion, through choral response and in giving instruction to others during practical activities. |
| **Becoming future ready** | **Careers/Employability:** Opportunity for development of communication, teamwork, and manual dexterity in the completion of practical activities and debates. Using patient history to identify disease risk factors. |
| **Adaptation** | Throughout this topic, quality first teaching will provide differentiation:  **By product:** Assessments have opportunities for students to achieve all grades, with structured questions and opportunities for development of extended writing for all abilities.  **By resource:** Booklets are differentiated as appropriate, with ‘foundation’ booklets produced in conjunction with class teachers for students who would benefit from additional scaffolding of resources in order to achieve their potential.  **By Intervention**: by providing different levels of supervision and support, including the specific deployment of teaching assistants within lessons.  **By Progressive Questioning:** exploring pupils’ understanding through interactive dialogue.  **By Grouping:** according to prior attainment, gender, social preference.  **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.  **By Offering Optional Activities:** In class or as homework, to extend learning.  This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work. |
| **QFT/SEND Provision** |
| **Implementation**  **Curriculum Delivery** | To be able to:  2.2.5.a I can describe health and the causes of ill-health  2.2.5.b I can describe how different types of diseases may interact  2.2.6.a I can explain the effect of lifestyle factors, including diet, alcohol and smoking on the incidence of non-communicable diseases at local, national and global levels and discuss the human and financial cost of these diseases  2.2.6.b I can describe what risk factors are and I can give examples  2.2.7.a I can describe benign and malignant tumours  2.2.7.b I can describe the known risk factors for cancer, including genetic and lifestyle risk factors  Red denotes interleaving; aspects of knowledge covered previously. |
| **Learning Outcomes (Knowledge)** |
| **Current learning to be developed in the future within:** | For many students, this will be their last formal piece of Biology education.  With the crucial nature of the topic and the implications for students’ future lives, studying this topic allows students to understand how to make evidence-based decisions about their health in the future. |
| **Assessment** | Refer to assessment maps for formative and summative assessment opportunities. |
| **Impact** | Attainment and Progress – Refer to assessment results / data review documentation. |