YEAR 13 TERM 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Sexual reproduction in humans

Curriculum Intent	
Skills/National Curriculum Links	**Developing knowledge from GCSE Biology or GCSE Combined Science, pupils will be taught, following National Curriculum guidelines, the following this topic:** • The male reproductive system • The female reproductive system • Gametogenesis • Fertilisation • Implantation • The placenta • The menstrual cycle • Pregnancy • Hormones and birth
Spiritual, moral, social, and cultural development	**SMSC:** Reproductive biology, hormones in reproduction **PSHE/British Values:** Menstrual cycle, pregnancy, reproductive biology **Skills Builder:** Data handling and analysis
Numeracy	Graph interpretation
Literacy	**Vocabulary Tier 2:** penis, testes, prostate, semen, ovary, uterus, cervix, vagina, vulva, implantation, cleavage, placenta, umbilical cord, menstrual cycle, **Vocabulary Tier 3:** seminal vesicle, vas deferens, epididymis, vas efferens, seminiferous tubules, urethra, ejaculatory duct, spermatozoa, spermatocyte, oviduct, follicle, oocyte, zona pellucida, corona radiata gametogenesis, acrosome, corpus luteum, capacitation, cortical reaction, trophoblasts, blastocyst, chorionic villi, FSH, LH, oestrogen, progesterone, amniotic fluid, oxytocin, prolactin, myometrium, pituitary gland **Reading:** Students are given opportunity to develop their skills in specified tasks that develop disciplinary literacy. Throughout the A Level Biology 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 9-mark "extended writing" tasks that require linking of multiple concepts from a topic or across topics. These often develop students' ability to construct written evaluations of contrasting situations, or data, 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, pair or group discussion and in giving instruction to others during practical activities.
Becoming future ready	**Careers/Employability:** A Level Biology students from Crompton House progress on to a wide range of undergraduate degrees, degree apprenticeships and into work. Opportunities to develop effective communication skills, concise written work, following written and verbal instructions as well as extending their problem solving skills are all key skills identified by business leaders for future success.
Adaptation	Throughout this topic, quality first teaching will provide adaptive teaching accessible to all students:
QFT/SEND Provision	**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 Intervention**: by providing different levels of supervision and support in theory and in practical lessons. **By Progressive Questioning:** exploring pupils' understanding through interactive dialogue. **By Grouping:** according to prior attainment, gender, social preference. **By Task:** Pupils are involved in the identification of targets which are meaningful to them and in the selection of an appropriate task to develop specific skills further. **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.

Implementation Curriculum Delivery **Learning Outcomes (Knowledge)**	To be able to: • Describe the structure and function of the male and female reproductive systems • Explain the roles of mitosis and meiosis in spermatogenesis and oogenesis • Describe the preparation of the uterus for implantation • Describe fertilisation, zygote development and the processes leading to implantation • Describe the structure and functions of the placenta • Understand the roles of hormones in the menstrual cycle, pregnancy and birth Red denotes interleaving; aspects of knowledge covered previously.
Current learning to be developed in the future within:	Homeostasis Application of reproduction and genetics
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.