




YEAR 12 Unit 2

'An ambitious curriculum that meets the needs of all' Medium Term Planning - Topic: Unit 2

Curriculum Intent	Developing knowledge from GCSE Biology or GCSE Combined Science, pupils will be taught, following exam board guidelines, the following this topic:
Skills/National Curriculum Links	<ul style="list-style-type: none"> • Develop knowledge and understanding of human anatomy and physiological testing • Develop an understanding of the principles of a range of methods of physiological testing • Be able to record and analyse the results of a range of testing methods • To be able to compare data to normal data ranges • To be able to communicate effectively with a variety of audiences
Spiritual, moral, social, and cultural development	<p>SMSC: Consideration of the impact of lifestyle on disease, factors that affect individual and population health.</p> <p>PSHE/British Values: Individual responsibility and health decision making, ethical and GDPR considerations</p> <p>Skills Builder: Report on health: communication using appropriate language style and accuracy, analyse data in qualitative and quantitative formats</p>
Numeracy	<p>Process data</p> <ul style="list-style-type: none"> • graphical methods, calculations <p>Graphical methods</p> <ul style="list-style-type: none"> • scatter diagrams, line graphs, trend lines • bar charts <p>Calculations</p> <ul style="list-style-type: none"> • expressions in decimal and standard form • interchange ratios, fractions and percentages • find arithmetic means • make order of magnitude calculations • substitute numerical values into algebraic equations and solve them using appropriate units for physical quantities • translate information between graphical and numeric form • determine the slope of a linear graph <p>Significant figures</p> <ul style="list-style-type: none"> • expresses information to appropriate number of significant figures
Literacy	<p>Vocabulary Tier 2: musculoskeletal, cardiovascular, respiratory, immune, replication, hypothesis, analysis, optical,</p> <p>Vocabulary Tier 3: Electrocardiogram, Echocardiography, Spirometry, Oximetry, Neurophysiology, Electromyography, Electroencephalography, Audiology, Otoscopic, Tympanometry, Endoscopy, Carotid, Urodynamics</p> <p>Reading: Students are given opportunity to develop their skills in specified tasks that develop disciplinary literacy. Throughout the Medical Science course they develop their understanding of the requirements of exam questions and the key terminology in questions. They also read case studies and interpret patient data. In addition, they read practical methodology and translate this to actions in laboratory tasks or to allow them to undertake physiological testing with "patients".</p> <p>Writing: Students construct answers independently and through class teaching. Their answers range from single word answers to the planning and writing of extended answers 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. Their coursework provides opportunity for wider analytical writing, based on scenarios and data provided by the exam board. In this unit pupils will also be expected to produce patient friendly guidance as well as a patient report to be sent to a "GP", providing practice of writing to different audiences</p> <p>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. Students will also be assessed on their conduct with patients including the manner and choice of vocabulary when dealing with patients/public</p>

Becoming future ready	<p>Careers/Employability: Medical Science 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 their problem solving skills are all key skills, particularly for future health care professionals. Data from the unit is taken from Public Health websites to consider the spread of disease in populations.</p> 
Adaptation	Throughout this topic, quality first teaching will provide adaptive teaching accessible to all students:
QFT/SEND Provision	<p>By product: Assessments have opportunities for students to achieve all grades, with structured questions and opportunities for development of extended writing for all abilities.</p> <p>By Intervention: by providing different levels of supervision and support in theory and in practical lessons.</p> <p>By Progressive Questioning: exploring students' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference.</p> <p>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.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> • Describe the function of main body systems • Understand how body systems are tested to ensure the health and function of the system • Compare experimental and normal data • Understand the implications of the data obtained • Convey the information to a range of audiences
Learning Outcomes (Knowledge)	
Current learning to be developed in the future within:	Unit 3
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.