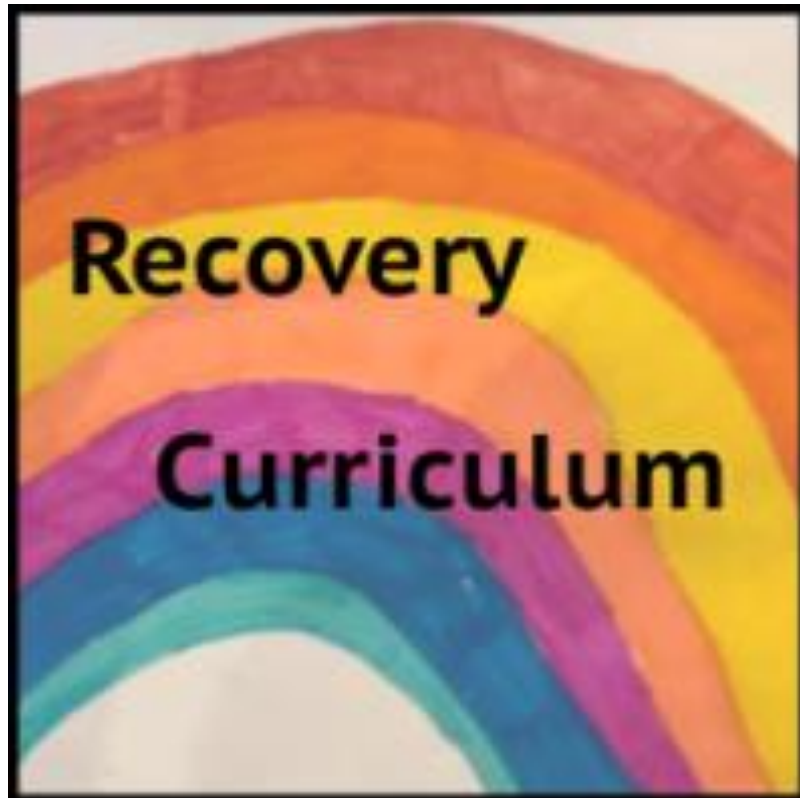


# RECOVERY CURRICULUM

Subject: Science



Subject:	Science	Teacher:	Science staff
Year:	Year 7	Class:	Year 7 classes
Unit title:	7A- Cells, tissues, organs and systems		
Duration:	4 weeks		
Intent			
Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?			
This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.			
Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?			
The aim of this topic is for students to understand that cells are the Building blocks for life. It is important to know how cells function in all living organisms and the features of plant and animal cells.			
Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?			
<ul style="list-style-type: none"><li>• Ambitious - Students are able to access the content and their appropriate level and the content allows for all students to be stretched in their development of new skills, knowledge, and application. Students learn through a range of activities, including practical work where possible. All students will be stretched through the various forms of new learning and assessment.</li><li>• Brave – Student will have to be brave and feel confident about using skills that haven't been used for a long period of time, and not be afraid to get things wrong.</li><li>• Kind – Students will have to be kind to themselves about reintegrating themselves back into learning and using skills again that they may struggle with.</li></ul>			
Content – what is being covered, ensuring breadth & depth?		National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?	
What are the minimum requirements for cells to exist and how do they carry out their role? What is their structure and function of their organelles? Students will carry out simple and engaging experiments, such as using a microscope, to help to build their scientific intrigue and skill.		Cells and organisation - cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope. Students should know the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts and be able to describe the similarities and differences between plant and animal cells	

Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

Cells – An understanding of how the body functions. How our cells function through healthy lifestyles. Plant and animal cells (eukaryotic cells) have a cell membrane, cytoplasm and genetic material enclosed in a nucleus. Bacterial cells (prokaryotic cells) are much smaller in comparison. They have cytoplasm and a cell membrane surrounded by a cell wall. The genetic material is not enclosed in a nucleus. It is a single DNA loop and there may be one or more small rings of DNA called plasmids. Students should be able to demonstrate an understanding of the scale and size of cells and be able to make order of magnitude calculations.

## Implementation

### GAPS

<b>Identification</b> – how are you going to identify the gaps in knowledge/skills?	<b>Triage</b> – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?
<ul style="list-style-type: none"> <li>DNA activities to assess prior knowledge</li> <li>Quick quizzes</li> <li>General questioning</li> <li>Use activities that require reading, writing and numeracy skills to assess their skills</li> </ul>	<ul style="list-style-type: none"> <li>Assess student progress via numerous different activities, and prioritise skills that students struggle with</li> <li>Ensure that the basics of cells are understood before moving on to further content</li> </ul>

### KEY CONCEPTS

<b>Key Concepts</b> – what are the key concepts being taught?	<b>Progression</b> – how will studying these key concepts support progression to the traditional curriculum that has been planned?
Animal and plant cell structure and function of the organelles. How to use a microscope and calculate magnification of cells.	Cell biology forms the basis of key biology concepts. This is necessary knowledge for students to progress to GCSE .

### WELLBEING

<b>Lockdown</b> – how will students share their experiences of lockdown?	<b>Social and Emotional</b> – how will student social and emotional health be supported?
<ul style="list-style-type: none"> <li>Within group discussion – this could be the very first discussion within a live lesson</li> <li>Analogies within the content</li> </ul>	Letting students know that it is important to talk about anything that they are struggling with, giving them options of how they can do this.

### RE-ESTABLISH

<b>Learning Skills</b> – how are you going to re-establish the skills for learning?	<b>Relationships</b> – how are you going to re-establish classroom relationships?
<ul style="list-style-type: none"> <li>Use activities within the content that require students to use reading, writing and numeracy skills</li> </ul>	<ul style="list-style-type: none"> <li>Use the first session to discuss experiences during lockdown, introductions and an icebreaking activity.</li> </ul>
<b>OPPORTUNITIES</b>	
<b>Discussion</b> – what are the discussion based opportunities?	<b>Group</b> – what are the group work based opportunities (while still ensuring social distancing)?
<ul style="list-style-type: none"> <li>Many opportunities throughout the topic, including a debate about stem cells</li> </ul>	<ul style="list-style-type: none"> <li>Stem cell debate</li> <li>Specialised cells presentation</li> <li>Video discussion of chemical reactions</li> </ul>

Delivery					
1	3	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)
		Classroom (whole sequence completed)	X	<ul style="list-style-type: none"> <li>Can you list different types of doctors? What part of the human body do they treat?</li> <li>What do humans and plants do every day to survive?</li> <li>What is a prescription? What information would you find on a prescription?</li> </ul>	What <ul style="list-style-type: none"> <li>The role of doctors in our society and their historical importance</li> <li>The life processes that every organism needs to do to survive</li> <li>The ideas behind using conventions in writing</li> </ul>
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why <ul style="list-style-type: none"> <li>So we understand how humans survive when something is wrong.</li> <li>So we understand how organisms, including animals and plants survive on our planet</li> <li>So we understand how conventions in writing can be used for scientific</li> </ul>

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	Classroom (whole sequence completed)	X	<ul style="list-style-type: none"><li>Label a diagram of a microscope</li><li>Reading material about the history of the microscope</li><li>Can you give examples of tissues in the human body</li><li>What is an organ?</li><li>Can you list any examples?</li><li>What is an organ system?</li><li>Can you name one?</li></ul>	What	<ul style="list-style-type: none"><li>The job role of different cells within all organisms</li><li>The job role of tissues in organisms including humans and plants</li><li>The organs in are bodies and what they do</li></ul>
	Blended (live and remote as independent study)	<div></div>		Why	<ul style="list-style-type: none"><li>So we understand the importance of cells in our bodies and in plants</li><li>So we understand how organisms use all the different types of tissues in their body and why this is important</li><li>So we understand how our body works and how doctors can therefore fix problems when something goes wrong</li><li>So we understand how organs work in our bodies</li></ul>
				How	<ul style="list-style-type: none"><li>Completing exam questions to demonstrate understanding and recall the job role of different cells</li><li>Completing exam questions to demonstrate understanding and recall most of the organs in our bodies</li><li>Completing exam questions to demonstrate understanding and recall examples of tissues in humans and plants</li></ul>
Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)	
	<ul style="list-style-type: none"><li>The structure of plant and animal cells</li><li>The function of DNA and Mitochondria</li><li>The structure of basic tissues in the human body and in plants</li></ul>	<ul style="list-style-type: none"><li>Quick Quiz style questions to check the structure of plant and animal cells</li><li>Quick Quiz style questions to check the structure of tissues in plants and animals</li></ul>	<ul style="list-style-type: none"><li>Provide models of the structure of plant and animal cells, tissues and organs in the body</li><li>Provide diagrams to label</li><li>Provide writing frames for exit ticket style 6 mark exam questions.</li></ul>		

		<ul style="list-style-type: none"><li>The names of the organs in the human body</li><li>The function of the pancreas and liver for our bodies metabolism</li></ul>	<ul style="list-style-type: none"><li>Quick Quiz style questions to check the names of the organs in the human body</li><li>Quick Quiz style questions to check the names of organ systems in the human body</li></ul>		Asynchronous (remote)		
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)			
		<ul style="list-style-type: none"><li>Attempt 6 mark exam question independently</li><li>Create a plant/animal cell model using different materials</li></ul>	<ul style="list-style-type: none"><li>Use mark scheme to assign a mark to the exam question. Students to write down corrections from mark scheme</li></ul>	<ul style="list-style-type: none"><li>Quick quiz</li><li>Exam questions</li><li>End of topic test questions</li></ul>			
3	3	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	X	<ul style="list-style-type: none"><li>What is an organ system?</li><li>Can you name one? X 1 session</li><li>What does a microscope do? How does it work? x 2 sessions</li></ul>	What	<ul style="list-style-type: none"><li>The function and importance of organ systems in the human body</li><li>The function and importance of using microscopes for scientific purposes</li></ul>	
		Blended (live and remote as independent study)	□		Why	<ul style="list-style-type: none"><li>So we understand how organs and their systems work together in our bodies</li><li>So we understand how microscopes enable scientists to treat illnesses and make discoveries</li></ul>	
					How	<ul style="list-style-type: none"><li>Completing exam questions to demonstrate understanding and recall examples of organ systems</li></ul>	

						<ul style="list-style-type: none"><li>Completing exam questions to demonstrate understanding and recall examples of tissues in humans and plants</li></ul>		
Number of lessons in cycle:		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	Synchronous (live)	
		<ul style="list-style-type: none"><li>The names of the organ systems in the human body</li><li>The function of the Endocrine system</li><li>The parts of a microscope and how to use it</li><li>How to prepare animal/plant cell slides to look at under the microscope</li></ul>		<ul style="list-style-type: none"><li>True or false quiz</li><li>Fill in the gaps activity</li><li>Labelling diagrams</li><li>Drawing cells, organs, tissues and organ systems</li><li>Labelling diagrams of cells, tissues, organs and organ systems</li><li>Labelling a microscope with the correct labels and talking about the function of specific parts</li></ul>		<ul style="list-style-type: none"><li>Provide labelled diagrams for students to use</li><li>Provide diagrams to label</li><li>Provide writing frames for exit ticket style 6 mark exam questions.</li></ul>		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
		<ul style="list-style-type: none"><li>Attempt 6 mark exam question independently</li><li>Attempt to draw and label diagrams for cells, tissues, organs and organ systems independently</li><li>Attempt to explain the steps needed to prepare a slide and look at it under the microscope</li></ul>		<ul style="list-style-type: none"><li>Use mark scheme to assign a mark to the exam question. Students to write down corrections from mark scheme</li></ul>		<ul style="list-style-type: none"><li>Quick quiz</li><li>Exam questions</li><li>End of topic test questions</li></ul>		
4	4	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	X	<ul style="list-style-type: none"><li>Can you label a microscope?</li></ul>		What	<ul style="list-style-type: none"><li>The purpose of transplanting organs in humans</li></ul>	



	Blended (live and remote as independent study)	<input type="checkbox"/>	<ul style="list-style-type: none"><li>What does a microscope do? How does it work</li><li>What is a transplant? What was the first organ to be transplanted?</li><li>What are the main keywords used in this topic-7A Cells?</li></ul>	<table><tr><td></td><td><ul style="list-style-type: none"><li>Review the topic 7A to assess understanding</li></ul></td></tr><tr><td>Why</td><td><ul style="list-style-type: none"><li>So we understand how transplanting organs can save lives</li><li>So any misconceptions or gaps in knowledge and understanding can be addressed and developed</li></ul></td></tr><tr><td>How</td><td><ul style="list-style-type: none"><li>Completing exam questions to demonstrate understanding and recall what a transplant is</li><li>Completing exam questions, summary tasks and quick quizzes to demonstrate and assess understanding</li></ul></td></tr></table>		<ul style="list-style-type: none"><li>Review the topic 7A to assess understanding</li></ul>	Why	<ul style="list-style-type: none"><li>So we understand how transplanting organs can save lives</li><li>So any misconceptions or gaps in knowledge and understanding can be addressed and developed</li></ul>	How	<ul style="list-style-type: none"><li>Completing exam questions to demonstrate understanding and recall what a transplant is</li><li>Completing exam questions, summary tasks and quick quizzes to demonstrate and assess understanding</li></ul>
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How	<ul style="list-style-type: none"><li>Completing exam questions to demonstrate understanding and recall what a transplant is</li><li>Completing exam questions, summary tasks and quick quizzes to demonstrate and assess understanding</li></ul>									
Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)					
	<ul style="list-style-type: none"><li>P- Recap the parts of a microscope and their functions</li><li>N- What is a Transplant</li><li>N- What are the moral and ethical implications of having a transplant</li><li>P- Review knowledge and understanding using summary activities</li></ul>		<ul style="list-style-type: none"><li>True or false quiz</li><li>Fill in the gaps activity</li><li>Labelling diagrams</li><li>Labelling a microscope with the correct labels and talking about the function of specific parts</li><li>Quick quiz on 7A</li></ul>	<ul style="list-style-type: none"><li>Provide labelled diagrams for students to use</li><li>Provide diagrams to label</li><li>Provide writing frames for exit ticket style 6 mark exam questions.</li><li>Quick quiz pro-forma for students to use to answer</li></ul>						
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)					
	<ul style="list-style-type: none"><li>Attempt 6 mark exam question independently</li><li>Attempt to label a microscope independently</li></ul>		<ul style="list-style-type: none"><li>Use mark scheme to assign a mark to the exam question. Students to write down corrections from mark scheme</li></ul>	<ul style="list-style-type: none"><li>Quick quiz</li><li>Exam questions</li><li>Complete End of topic test questions for 7A Cells</li></ul>						

		<ul style="list-style-type: none"> <li>Attempt to explain the steps needed to prepare a slide and look at it under the microscope</li> </ul>				
5		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	<input type="checkbox"/>		What	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
6		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	<input type="checkbox"/>		What	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asyn chro

7		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	<input type="checkbox"/>		What	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
						Asynchronous (remote)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	
8		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	<input type="checkbox"/>		What	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
						Asyn chro
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	

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		Classroom (whole sequence completed)	<input type="checkbox"/>		What	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
						Asynchronous (remote)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	
10		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	<input type="checkbox"/>		What	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	
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