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| **Unit Overview: Communicable diseases** | | | | | | | | | |
| **Half- Term:** | **AUT 1** | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | | **No of Lessons:** | **8/10** |
| **Key Focus for Unit:**  *What is the key knowledge being delivered?*  *What is the intent of this unit?* | | | | | | | | | |
| Students will be able to explain how communicable diseases are caused and how these are different from non-communicable diseases. Students will explore the different microorganisms that cause disease and how they cause disease. Students will look at the symptoms and preventions of these diseases. Students will also look at the human defence response and how the body and immune system helps defend against disease. Triple students will go onto look at growing bacteria and how to prevent bacterial growth. Triple students will also look at plant diseases and defences. | | | | | | | | | |
| **Key Knowledge and Big Ideas:**  *What* ***Powerful Knowledge*** *and* ***Big Ideas*** *are explored in this Unit?*  *How have these progressed from previous learning? What* ***gaps in knowledge*** *have you identified from* ***baselining*** *and how are the being closed?* | | | | | | | | | |
| **Levels of organisation** – Health and Disease - Diseases can be caused by many factors, and affect individuals in many ways. In this big idea we will look at the causes of diseases and how they affect the organisms.  Student baselines are assessed through retrieval practice in the starter. | | | | | | | | | |
| **Unit Assessment:**  *How will this unit be assessed?*  *What is the frequency of assessments – baselines etc?* | | | | | | | | | |
| Formative assessment:   * 6 mark extended writing task * Assesses powerful knowledge and literacy * Feedback and response time built into lesson   Summative assessment:   * 45minutes assessment * Assesses powerful knowledge through past exam questions * Feedback and response time built into lesson   Homework KS3/4:   * Weekly Educake assignments (Yr 7 -11) * Assesses powerful knowledge and literacy | | | | | | | | | |
| **Key Skills Explored** | | | **Vocabulary Selected for DVI** | | | | **Links to Previous Unit** | | |
| Practical skills  Interpreting results  Analysing results  Investigative skills | | | Pathogen, bacteria, virus, fungi, protist | | | | Building on their understanding on lifestyles (in year 8). Students will have the basic understanding of the two categories diseases can be placed into. | | |
| **Links to Careers/Employability** | | | **How does this unit prepare students for the next unit?** | | | | | | |
| * Microbiologist * Virologist * Agriculturist * Farming | | | Students will use their understadning of communicable diseases when lookinging at different treatments and prevention methods in the Preventing Disease topic. | | | | | | |

KO

Black (all)

Higher (Dark green)

Triple (Maroon / burgundy)