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**Big Ideas/Substantive Concepts**

Life

Growth

Compare

Pupils should be taught to:

* describe the changes as humans develop to old age
* Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
* Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Questions

What is the human timeline?

How do we change into adults?

How does human and animal lifespan compare?

**Key Vocabulary**

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| --- | --- |
| **Tier 2** | **Tier 3** |
| development  | adolescence |
| diverse | puberty |
| unique | gestation |
| generation | embryo |
| mature | foetus |
| equipped | womb |
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Year 5: Animals including humans

**Resources:** [CUSP curriculum](https://www.unity-curriculum.co.uk/history/history-ks2/) and [Curriculum vision](https://www.curriculumvisions.com/indexHistory.html) resources for online non-fiction texts

Making connections to prior learning

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| **Year 2:** Animals, including humans**Year 3:** Animals, including humans |

Working Scientifically

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| --- | --- | --- | --- |
| Plan enquiries, including recognising and controlling variables where necessary | Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work | Take measurements, using a range of scientific equipment, with increasing accuracy and precision | Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models |
| Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions | Present findings in written form, displays and other presentations | Use test results to make predictions to set up further comparative and fair tests | Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments |

**Outdoor Learning Opportunities**

Alfresco Learning: UKS2 - Working Scientifically