

Y5 – Animals including Humans

Key Question: How do we change as we grow older?

Overview Of Learning

During this unit of work, children will learn about the different stages of the human life cycle. They will discuss a simple timeline first before going into more depth about what happens in the womb, during puberty and when you are older.

Knowledge And Understanding Objectives

Pupils should be taught to:

- describe the changes as humans develop to old age.

Key Vocabulary To Explain

birth – when your life starts as a physically separate being

conception/fertilisation – when the egg and the sperm meet to begin the development of a foetus

death – when the life cycle ends

develop – to grow to become more mature or advanced

egg – the female sex cell

foetus – a baby that is still developing in the womb

puberty – a time in the human life cycle when the body goes through changes to become an adult

sperm – the male sex cell

womb – an organ in which the foetus grows and develops

Previous Learning

KSI – Children will have studied humans and other animals and their young. They may have studied life cycles such as butterfly or frog to show how animals change as they grow.

LKS2 – Children will have studied life cycles of plants which could be linked to the life cycle of humans.

Future Learning

KS3 – Children will study reproduction in more detail in humans and other animals.

Working Scientifically Objectives

Pupils in upper Key Stage 2 should be taught to:

- plan different types of scientific enquiries to answer questions, including recognising, and controlling variables where necessary
- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter, bar and line graphs
- use test results to make predictions to set up further comparative and fair tests
- report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identify scientific evidence that has been used to support or refute ideas or arguments.

Misconceptions

Children may have misconceptions about being an adult and that you stop learning as well as stop growing.

Children will need to understand that our bodies can still change when we are an adult.

Children may know what will change with their body during puberty but may not know about the opposite sex.

Children may also think that a baby grows inside its mother's stomach where food goes. They will learn about the womb during lesson 2.

Unit Overview

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Key question: How do humans change throughout their life?	Key question: How do we develop in the womb?	Key question: How do we change through puberty?	Key question: How do humans change as we become senior?
Learning objective: I can describe the human life cycle.	Learning objective: I understand how a foetus develops in the womb.	Learning objective: I can describe what happens when I am a teenager.	Learning objective: I can describe what happens when I am a senior.
Success criteria: By the end of this lesson, children will be able to name and describe the main stages of the human life cycle.	Success criteria: By the end of this lesson, children will be able to explain how the foetus grows in the womb at different stages.	Success criteria: By the end of this lesson, children will be able to explain what puberty is and how human bodies change during puberty.	Success criteria: By the end of this lesson, children will be able to explain what it means to be a senior and describe the changes we might face.
Cumulative Quiz: Q1 – Q3	Cumulative Quiz: Q4 – Q6	Cumulative Quiz: Q7 – Q9	Cumulative Quiz: Q10 – Q12

Stretch and Challenge ideas across the unit

Children could:

- make their own model of the stages of the human life cycle
- research the gestation periods of different animals
- compare gestation periods of different animals (mammals, reptiles, amphibians, birds and fish)

Assessment

- The pre-unit assessment should be given before the unit to see where gaps are and what the children know. This will provide insight into which of the children already know about the topic and allow the teacher to plan activities that stretch these children and develop higher-order thinking skills.
- The knowledge organiser can be used to support children. This could be on display, on the tables, sent home or used for pre-teaching key vocabulary or concepts.
- The post-unit test can be used to assess the knowledge and understanding objectives taught throughout the unit. This can be done independently or in small groups with a teacher.
- There is a cumulative quiz with questions that can be used to assess children throughout the topic. The quiz questions will link directly to each objective. They can also be used at the end of each lesson to give immediate feedback to inform future planning and give the opportunity to identify children who do not understand.