

Meden School Curriculum Planning							
Subject	Biology	Year Group	7	Sequence No.		Topic	Healthy Bodies

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>KS2 Links</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <p>KS3 - Health</p> <ul style="list-style-type: none"> the effects of recreational drugs (including substance misuse) on behaviour, health and life processes. Nutrition and digestion, content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed calculations of energy requirements in a healthy daily diet the consequences of imbalances in the diet, including obesity, 	<p>L1 What is health? Students should know that health covers both physical and mental wellbeing. Health can be good or poor. The following factors affect health: what we eat, how we act, where we live and disease.</p> <p>L2 What is a balanced diet? Students to know the name and function of each of the 7 food groups: protein (for growth and repair), carbohydrate (main source of energy), fats (essential for cell membrane structure), vitamins and minerals (both needed in small amounts for chemical reactions to happen), water (again allows all chemical reactions to happen) and fibre (keeps bowels moving).</p> <p>L3 How much energy is in your food? Students to learn how to read food labels for nutritional information about calories/energy, sugars, fats, saturates and salt. Students to know what the traffic light system on food labels tells us (high, medium and low) and what the recommended daily amount means. Example: RDA is 6g of salt for adults and 3g salt for children. Students to know how to use these labels to make informed and healthy food choices. Discuss the desirability of fast food and how consuming too much can have negative impacts on health. Biscuits case study: opportunity for students to calculate total carbohydrates consumed and work out how much above the RDA it is.</p> <p>L4 and 5 What if my diet isn't balanced? Students to learn about some of the impacts of overeating food groups such as sugars and fats and how this can lead to obesity. Obesity is linked to cancer and heart disease. Students to learn about examples of nutrient deficiencies and the diseases they can cause, for example Lack of Vit D&C causes rickets and Vit C deficiency causes scurvy. Students to understand that anorexia and bulimia are eating disorders caused by mental health issues, not deficiencies – though can result in these. Link the mental and physical aspects of health here.</p> <p>L6 How does lifestyle affect your health?</p>	<p>L1 Discussion of the inequalities in food provision and healthcare opportunities around the world. Use the case study of refugees from Yemen (or any current conflict) or issues around homelessness to demonstrate. Link to actions we can take locally, e.g. financial support for charities such as Beacon Project or Framework (both in Mansfield), food banks, political campaigning</p> <p>L3 Discussion on the fast food industry, how it has developed and how it can impact on both individuals' and a nation's health. Discussion of why fast food is cheaper than healthy food and how this can cause inequalities in health amongst poorer people. How can we change this? Could also bring in Marcus Rashford who has campaigned for more provision of healthy food for children from impoverished backgrounds.</p> <p>L4 Discuss the impact of the fashion industry on perceptions of body image</p>

<p>starvation and deficiency diseases</p>	<p>Students to design a healthy living plan for a teenaged person, taking into account lifestyle choices that can affect your health such as sleep, stress, exercise, alcohol, smoking and other drugs. Students to consider why governments run health campaigns – understand that looking after sick people costs money and it is better to prevent ill health rather than try to cure it or manage the damage after its been done.</p> <p>L7 What is fitness? Students to understand that fitness is the body's ability to meet the demands of its environment and that different people leading different lifestyles will need different levels of fitness. Students are introduced to the 5 components that make up fitness: Cardiovascular Endurance, Muscular Strength, Muscular endurance, Flexibility and Body Composition. Students will then review some of the methods that can be used to assess fitness such as the bleep test, vertical jump test and skinfold measurements.</p> <p>L8 How fit are you? Students carry out a cardiovascular test on themselves – measuring changes in pulse rate after a period of exercise. Students will learn how to measure pulse and work out their recovery time, the time it takes for their pulse to return to normal resting heart rate. Students can draw conclusions about their level of aerobic fitness from this.</p> <p>L9 What is first aid? Introduce the charity the Red Cross. Teach the concept of first aid, what it is and what it isn't.</p> <p>L10-11 First aid skills. (computer room needed) Student to access Red Cross First aid champions resources https://firstaidchampions.redcross.org.uk/secondary/first-aid-skills/ students can build a small booklet outlining key first aid skills they may find useful in school or in the community.</p> <p>L12 EoTT Topic test and GPA response</p>	<p>and how this can affect a person's food choices. Students can choose whether or not to buy magazines and support such images and learn about 'consumer power'</p> <p>L9 Students could look at the provision of defibrillators. Is there one in Warsop, if not why not? They could campaign to have one installed.</p>
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