Biddulph High School Curriculum Intent:

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential. Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society. Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges. We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

Curriculum Intent for BTEC Applied Human Biology:

'In biology, nothing is clear, everything is too complicated, everything is a mess, and just when you think you understand something, you peel off a layer and find deeper complications beneath. Nature us anything but simple' - Richard Preston

Biology is a subject that all students will encounter every day. At some point in their life, students will have to engage with health and disease; understanding the implications and actions that may be put above them. Our aim is to educate students will the fundamental biological concepts that impact every human's physiology and biochemistry. We endeavour to interest and challenge students by applying their theoretical knowledge to practical applications. Our broad objective is to promote questioning within the subject, making students think of methods to question and test what they have learnt. Our curriculum follows from what was covered in KS4, allowing students to make a smoother transition to KS5. With this course, many students are able to access further studies in healthcare and nursing.

All teachers will follow the scheme of work provided by the department. This will ensure that all students receive the same high-quality provision. All units of work will provide a clear outline of the knowledge and skills required and assessments will ensure that this knowledge has been retained and that skills can be evidenced. Teachers will ensure that gaps are closed through regular monitoring within the classroom. DINT activities will allow for interleaving and recap of previous learning. Misconceptions will be identified through effective questioning and the regular inspection of student work.

Applied Human Biology Long Term Plans								
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Group								
12	Unit 1- Principles of Applied							
	Human Biology	Unit 1- Principles of Applied	Unit 2- Practical					
	Unit 2- Practical	Human Biology	Human Biology	Human Biology	Human Biology	Microbiology and Infectious		
	Microbiology and Infectious	Unit 2- Practical	Unit 2- Practical	Unit 2- Practical	Unit 2- Practical	Diseases		
	Diseases	Microbiology and Infectious	Microbiology and Infectious	Microbiology and Infectious	Microbiology and Infectious			
		Diseases	Diseases	Diseases	Diseases			
13	Unit 3- Human Biology and							
	Health Issues	Unit 3- Human Biology and	Unit 4- Functional					
	Unit 4- Functional	Health Issues	Health Issues	Health Issues	Health Issues	Physiology		
	Physiology	Unit 4- Functional	Unit 4- Functional	Unit 4- Functional	Unit 4- Functional			
		Physiology	Physiology	Physiology	Physiology			

Applied Human Biology: Medium Term Overview						
Year 12	Autumn Term 1	Unit Title: Principles of Applied Human Biology Practical Microbiology and Infectious Diseas	es	No of Lessons: 28 (Approx.)		
Overview/Intent In unit 1, learners will stud antimicrobial agents on the draw on their wider scient		how the human body functions at a genetic, cellular and tissue level. In unit 2, learners will investigate the effect of growth of microorganisms, by selecting and applying knowledge of microorganisms and infectious diseases. They will c understanding and skills to plan and carry out a range of practical techniques.				
 Cells, tissues and biologica understand the relationsh function and activities in co of specific chemical struct molecules listed under the function of specific biologi understanding of a polyme expected to know these in groups of monomers and in polymers, both between the polymer. 	st students know): Il molecules. Learners will ip between the structure, ells and tissues. Knowledge ures is only for those e heading of 'structure and ical molecules'. Where er is required, learners are general terms of functional the type of linkages formed n monomers and chains of	 Essential Skills (what must students be able to demonstrate): Students will be able to: Research the different types of microorganisms and describe their features. Plan a practical experiment to culture microorganisms. 	Lessons: Carbohydrates Lipids Structure of prote Types of proteins Nucleic acids ATP Biological molecul Eukaryotic cells Fluid mosaic mode Magnification	ins es assessment el		

 Learners will investigate the types of pathogen and their characteristics and understand their mechanisms of virulence. They will be able to apply their fundamental understanding of the structure of cells and normal cell/tissue activity from Unit 1: Principles of Applied Human Biology to explore the virulent nature of pathogens and how they can cause infection and disease. Terminology: Organelles Monomer Polymer 		 Diffusion and facilitated diffusion Osmosis Methods of transmission Innate Immunity Adaptive Immunity Active and passive immunity Primary and secondary immunity Vaccination Immunity Assessment Nucleic acids DNA and RNA DNA Replication Genetic code DNA Assessment Transcription Translation Splicing and mutation Practical examinations Lab report write-up
Careers Links:	Enrichment:	МҮРВ:
As above	/	Resilience Evaluation

Applied Human Biology: Medium Term Overview					
Year 12	Autumn Term 2	Unit Title: Principles of Applied Human Biology	No of Lessons: 28 (Approx.)		
		Practical Microbiology and Infectious Diseases			

Overview/Intent In unit 1, learners will study		y how the human body functions at a genetic, cellular an	d tissue level. In unit 2, learners will investigate the effect of		
antimicrobial agents on the		growth of microorganisms, by selecting and applying knowledge of microorganisms and infectious diseases. They will			
	draw on their wider scienti	fic understanding and skills to plan and carry out a range	e of practical techniques.		
Essential Knowledge (what mus	st students know):	Essential Skills (what must students be able to	Lessons:		
 Essential Knowledge (what must students know): Cells, tissues and biological molecules. Learners will understand the relationship between the structure, function and activities in cells and tissues. Knowledge of specific chemical structures is only for those molecules listed under the heading of 'structure and function of specific biological molecules'. Where understanding of a polymer is required, learners are expected to know these in general terms of functional groups of monomers and the type of linkages formed in polymers, both between monomers and chains of the polymer. Learners will investigate the types of pathogen and their characteristics and understand their mechanisms of virulence. They will be able to apply their fundamental understanding of the structure of cells and normal cell/tissue activity from Unit 1: Principles of Applied Human Biology to explore the virulent nature of pathogens and how they can cause infection and disease. 		 Essential Skills (what must students be able to demonstrate): Students will be able to: Research the different types of microorganisms and describe their features. Plan a practical experiment to culture microorganisms. 	Lessons: Active transport Cells Assessment Glycolysis and the link reaction Krebs Cycle Oxidative phosphorylation Anaerobic respiration Cell cycle Mitosis Meiosis Homeostasis and temperature Allergies and allergens Autoimmune diseases Genetic diseases Sex Linkage Chromosomal disorders Tumours and oncogenes Practical examinations Lab report write-up		
Careers Links:		Enrichment:	МҮРВ:		
As above		/	Resilience Evaluation		

Applied Human Biology: Medium Term Overview							
Year 12 Spring Term 1		Unit Title: Principles of Applied Human Biology	No of Lessons: 21 (Approx.)				
		Practical Microbiology and Infectious Diseas	es				
Overview/Intent In unit 1, learners will stud antimicrobial agents on the draw on their wider scient Essential Knowledge (what must students know): • Cells, tissues and biological molecules. Learners will understand the relationship between the structure, function and activities in cells and tissues. Knowledge of specific chemical structures is only for those molecules listed under the heading of 'structure and function of specific biological molecules'. Where understanding of a polymer is required, learners are expected to know these in general terms of functional groups of monomers and the type of linkages formed		 Practical Microbiology and Infectious Diseas y how the human body functions at a genetic, cellular an e growth of microorganisms, by selecting and applying kr ific understanding and skills to plan and carry out a range Essential Skills (what must students be able to demonstrate): Students will be able to: Research the different types of microorganisms and describe their features. Plan a practical experiment to culture microorganisms. 	 Ind tissue level. In unit 2, learners will investigate the effect of nowledge of microorganisms and infectious diseases. They will e of practical techniques. Lessons: Ventilation and gas exchange Structure of the kidney Osmoregulation Digestion The pancreas and diabetes Cell adaptations to injury Observation of vital signs Electrocardiograms Blood testing 				
 Learners will investigate the types of pathogen and their characteristics and understand their mechanisms of virulence. They will be able to apply their fundamental understanding of the structure of cells and normal cell/tissue activity from Unit 1: Principles of Applied Human Biology to explore the virulent nature of pathogens and how they can cause infection and disease. Terminology: 		one to use in different circumstances.	 Neurones and syr Nervous transmis Organisation of the Reflexes Blood vessels Blood and lymph The heart Control of heart restriction of the restriction of the sert of the s	napses ision ne nervous system fluid rate sease itions up			

Neurones Transport		
Communication		
Careers Links:	Enrichment:	МҮРВ:
As above	/	Resilience Evaluation

Applied Human Biology: Medium Term Overview							
Year 12	Spring Term 2	Unit Title: Principles of Applied Human Biology		No of Lessons: 24 (Approx.)			
		Practical Microbiology and Infectious Diseas	es				
Overview/Intent	In unit 1, learners will stud antimicrobial agents on the draw on their wider scient	/ how the human body functions at a genetic, cellular and tissue level. In unit 2, learners will investigate the effect of growth of microorganisms, by selecting and applying knowledge of microorganisms and infectious diseases. They wil fic understanding and skills to plan and carry out a range of practical techniques.					
Essential Knowledge (what mu	st students know):	Essential Skills (what must students be able to	Lessons:				
 Cells, tissues and biologica understand the relationsh function and activities in c of specific chemical struct molecules listed under the function of specific biolog understanding of a polym expected to know these ir groups of monomers and in polymers, both betwee the polymer. Learners will investigate t their characteristics and u of virulence. They will be a fundamental understandii and normal cell/tissue act 	al molecules. Learners will ip between the structure, cells and tissues. Knowledge ures is only for those e heading of 'structure and ical molecules'. Where er is required, learners are a general terms of functional the type of linkages formed in monomers and chains of the types of pathogen and inderstand their mechanisms able to apply their ing of the structure of cells ivity from Unit 1: Principles	 demonstrate): Students will be able to: Research the different types of microorganisms and describe their features. Plan a practical experiment to culture microorganisms. Students must evaluate each method used to culture microorganisms and explain which one to use in different circumstances. Students must plan a practical experiment to evaluate the effectiveness of different antimicrobials. 	 Exam Preparation Practical examination Lab report write-u 	tions ıp			

of Applied Human Biology to explore the virulent nature of pathogens and how they can cause infection and disease.		
Terminology:		
Reliability		
Accuracy		
Validity		
Careers Links:	Enrichment:	МҮРВ:
As above	/	Resilience Evaluation

Applied Human Biology: Mediu	Applied Human Biology: Medium Term Overview						
Year 12	Summer Term 1	Unit Title: Principles of Applied Human Biology	No of Lessons: 14 (Approx.)				
		Practical Microbiology and Infectious Diseas	ses				
Overview/Intent In unit 1, learners will stud antimicrobial agents on th draw on their wider scien		/ how the human body functions at a genetic, cellular and tissue level. In unit 2, learners will investigate the effect growth of microorganisms, by selecting and applying knowledge of microorganisms and infectious diseases. The fic understanding and skills to plan and carry out a range of practical techniques.					
Essential Knowledge (what mu	st students know):	Essential Skills (what must students be able to	Lessons:				
 Learners will investigate their characteristics and u of virulence. They will be a fundamental understandin and normal cell/tissue act of Applied Human Biology nature of pathogens and h and disease. Terminology: Reliability Accuracy Validity 	ne types of pathogen and nderstand their mechanisms able to apply their ng of the structure of cells ivity from Unit 1: Principles to explore the virulent now they can cause infection	 demonstrate): Students will be able to: Research the different types of microorganisms and describe their features. Plan a practical experiment to culture microorganisms. Students must evaluate each method used to culture microorganisms and explain which one to use in different circumstances. 	 Practical examina Lab report write-u 	tions .p			

	 Students must plan a practical experiment to evaluate the effectiveness of different antimicrobials. 	
Careers Links:	Enrichment:	МҮРВ:
As above	/	Resilience Evaluation

Applied Human Biology: Medium Term Overview						
Year 12	Summer Term 2	Unit Title: Practical Microbiology and Infectious Diseas	es No of Lessons: 24 (Approx.)			
Overview/Intent	In unit 1, learners will study antimicrobial agents on the draw on their wider scienti	how the human body functions at a genetic, cellular and tissue level. In unit 2, learners will investigate the effect of growth of microorganisms, by selecting and applying knowledge of microorganisms and infectious diseases. They will fic understanding and skills to plan and carry out a range of practical techniques.				
Essential Knowledge (what mus	st students know):	Essential Skills (what must students be able to	Lessons:			
 Learners will investigate the types of pathogen and their characteristics and understand their mechanisms of virulence. They will be able to apply their fundamental understanding of the structure of cells and normal cell/tissue activity from Unit 1: Principles of Applied Human Biology to explore the virulent nature of pathogens and how they can cause infection and disease. Terminology: Accuracy Validity Reliability 		 demonstrate): Students will be able to: Research the different types of microorganisms and describe their features. Plan a practical experiment to culture microorganisms. Students must evaluate each method used to culture microorganisms and explain which one to use in different circumstances. Students must plan a practical experiment to evaluate the effectiveness of different antimicrobials. 	 Practical examinations Lab report write-up 			
Careers Links:		Enrichment:	МҮРВ:			
As above		/	Resilience Evaluation			

Applied Human Biology: Medium Term Overview					
Year 13	Autumn Term 1	Unit Title: Human Biology and Health Issues Functional Physiology		No of Lessons: 28 (Approx.)	
 Overview/Intent Essential Knowledge (what mustion is a scientific information for a defined provide the information for a defined provide the scientific information for a defined provide the students will further your from Unit 1: Principles of A Unit 2: Practical Microbiole to explore the impact of the live in, further developing interpretation. Students will ssues and associated initiat food nutrition and healthy treatments, including stem engineering. Physiology, the working of fascinating topic. In this uri opportunity to explore group four body systems and how body. There will be opport 	In unit 3, learners will furth initiatives and scientific rep and the role of homeostas at students know): hterpret, analyse and tion related to health issues the presentation of this burpose and audience. knowledge of human biology Applied Human Biology and ogy and Infectious Disease; ealth issues on the world we skills of analysis and ill consider a range of health atives from developments in diets to advances in medical n cell therapy and genetic the human body, is a hit, students will have the with and development of meostasis and its role in the unity to research common	 Functional Physiology her develop their understanding of human biology and skoorting. In unit 4, learners will explore the muscular, skeles in controlling and coordinating the body systems. Essential Skills (what must students be able to demonstrate): Students will be able to: Demonstrate knowledge and understanding of health issues and associated initiatives and reporting. Apply understanding of health issues and associated initiatives and reporting. Be able to interpret, analyse and evaluate different sources of scientific information. Be able to synthesise different sources of scientific information. 	ills in researching and evaluetal, endocrine and nervous Lessons: Understand healt and research Understand the ir on health issues Interpret, analyse Interpret, analyse Musculoskeletal s	uating the impact of health issues, s systems, their associated disorders h issues and associated initiatives afluence of organisations/individuals and evaluate scientific information and evaluate scientific information system	
the impact they have on a provides a strong foundati it gives students theoretics structure, function and rol nervous and endocrine sys	person's life. The unit on for human biology study, al knowledge of the e of the muscular, skeletal, items.				

Accuracy Validity Reliability		
Careers Links:	Enrichment:	МҮРВ:
As above	/	Resilience Evaluation

Applied Human Biology: Medium Term Overview				
Year 13	Autumn Term 2	Unit Title: Human Biology and Health Issues		No of Lessons: 28 (Approx.)
		Functional Physiology		
Overview/Intent	In unit 3, learners will furth initiatives and scientific rep and the role of homeostas	, learners will further develop their understanding of human biology and skills in researching and evaluating the impact of hes and scientific reporting. In unit 4, learners will explore the muscular, skeletal, endocrine and nervous systems, their associate of homeostasis in controlling and coordinating the body systems.		
Essential Knowledge (what mus	st students know):	Essential Skills (what must students be able to	Lessons:	
 In this unit, students will in evaluate scientific informa and initiatives and explore information for a defined Students will further your from Unit 1: Principles of A Unit 2: Practical Microbiol to explore the impact of h live in, further developing interpretation. Students w issues and associated initia food nutrition and healthy treatments, including sten engineering. 	hterpret, analyse and tion related to health issues the presentation of this purpose and audience. knowledge of human biology Applied Human Biology and ogy and Infectious Disease; ealth issues on the world we skills of analysis and fill consider a range of health atives from developments in the diets to advances in medical in cell therapy and genetic	 demonstrate): Students will be able to: Demonstrate knowledge and understanding of health issues and associated initiatives and reporting. Apply understanding of health issues and associated initiatives and reporting. Be able to interpret, analyse and evaluate different sources of scientific information. Be able to synthesise different sources of scientific information. 	 Understand health and research Understand the in on health issues Interpret, analyse Interpret, analyse Musculoskeletal s 	h issues and associated initiatives ifluence of organisations/individuals and evaluate scientific information and evaluate scientific information ystem

As above	/	Resilience Evaluation
Careers Links:	Enrichment:	МҮРВ:
Aenabinty		
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Accuracy		
Terminology:		
opportunity to explore growth and development of four body systems and homeostasis and its role in the body. There will be opportunity to research common disorders, their causes in relation to these systems and the impact they have on a person's life. The unit provides a strong foundation for human biology study, it gives students theoretical knowledge of the structure, function and role of the muscular, skeletal, nervous and endocrine systems.		
 Physiology, the working of the human body, is a forginating topic. In this unit, students will have the 		

Applied Human Biology: Medium Term Overview					
Year 13	Spring Term 1	Unit Title: Human Biology and Health Issues		No of Lessons: 21 (Approx.)	
		Functional Physiology			
Overview/Intent	In unit 3, learners will furth	ier develop their understanding of human biology and skills in researching and evaluating the impact of health issues,			
	initiatives and scientific rep	porting. In unit 4, learners will explore the muscular, skeletal, endocrine and nervous systems, their associated disorders			
	and the role of homeostas	asis in controlling and coordinating the body systems.			
Essential Knowledge (what must students know):		Essential Skills (what must students be able to	Lessons:		
 In this unit, students will interpret, analyse and evaluate scientific information related to health issues and initiatives and explore the presentation of this information for a defined purpose and audience. 		demonstrate): Students will be able to:	 Understand healt and research Understand the ir on health issues Interpret, analyse 	h issues and associated initiatives ofluence of organisations/individuals and evaluate scientific information	

 Students will further your knowledge of human biology from Unit 1: Principles of Applied Human Biology and Unit 2: Practical Microbiology and Infectious Disease; to explore the impact of health issues on the world we live in, further developing skills of analysis and interpretation. Students will consider a range of health issues and associated initiatives from developments in food nutrition and healthy diets to advances in medical treatments, including stem cell therapy and genetic engineering. Physiology, the working of the human body, is a fascinating topic. In this unit, students will have the opportunity to explore growth and development of four body systems and homeostasis and its role in the body. There will be opportunity to research common disorders, their causes in relation to these systems and the impact they have on a person's life. The unit provides a strong foundation for human biology study, it gives students theoretical knowledge of the structure, function and role of the muscular, skeletal, nervous and endocrine systems. 	 Demonstrate knowledge and understanding of health issues and associated initiatives and reporting. Apply understanding of health issues and associated initiatives and reporting. Be able to interpret, analyse and evaluate different sources of scientific information. Be able to synthesise different sources of scientific information. 	 Interpret, analyse and evaluate scientific information Nervous and endocrine systems
Careers Links:	Enrichment:	МҮРВ:
As above	/	Resilience Evaluation

Applied Human Biology: Medium Term Overview				
Year 13	Spring Term 2	Unit Title: Human Biology and Health Issues	No of Lessons: 24 (Approx.)	

		Functional Physiology			
Overview/Intent	In unit 3, learners will furth	her develop their understanding of human biology and sk	ills in researching and evaluating the impact of health issues,		
	initiatives and scientific reporting. In unit 4, learners will explore the muscular, skeletal, endocrine and nervous systems, their asso				
	and the role of homeostas	is in controlling and coordinating the body systems.			
Essential Knowledge (what mus	st students know):	Essential Skills (what must students be able to	Lessons:		
 In this unit, students will in evaluate scientific information for a defined. Students will further your from Unit 1: Principles of A Unit 2: Practical Microbiol to explore the impact of h live in, further developing interpretation. Students wi issues and associated initia food nutrition and healthy treatments, including stemengineering. Physiology, the working of fascinating topic. In this un opportunity to explore group four body systems and hobody. There will be opport disorders, their causes in r the impact they have on a provides a strong foundati it gives students theoretic structure, function and rol nervous and endocrine systems 	hterpret, analyse and ation related to health issues the presentation of this purpose and audience. knowledge of human biology Applied Human Biology and ogy and Infectious Disease; ealth issues on the world we skills of analysis and vill consider a range of health atives from developments in a diets to advances in medical in cell therapy and genetic the human body, is a hit, students will have the bowth and development of meostasis and its role in the cunity to research common relation to these systems and person's life. The unit ion for human biology study, al knowledge of the e of the muscular, skeletal, stems.	 demonstrate): Students will be able to: Demonstrate knowledge and understanding of health issues and associated initiatives and reporting. Apply understanding of health issues and associated initiatives and reporting. Be able to interpret, analyse and evaluate different sources of scientific information. Be able to synthesise different sources of scientific information. 	 Understand health issues and associated initiatives and research Understand the influence of organisations/individuals on health issues Interpret, analyse and evaluate scientific information Interpret, analyse and evaluate scientific information Nervous and endocrine systems 		
Terminology:					
Accuracy					
Validity					
Reliability					

Careers Links:	Enrichment:	МҮРВ:
As above	/	Resilience Evaluation

Year 13 Summer Term 1 Unit Title: Human Biology and Health Issues Functional Physiology No of Lessons: 14 (Approx.) Overview/Intent In unit 3, learners will evelop their understanding of human biology and Sutter role of homeotacts in controlling and coordinating the body systems. Sussemi Sussemi Sussemi Sussemi and the role of homeotacts in controlling and coordinating the body systems. Essential Knowledge (what wusters know): Essential Skills (what must students be able to demostrate): Cleasons: Lessons: Understand health issues and associated initiatives and initiatives and sepore the presentation of this information for a defined prove meestation of this information for a defined prove and audience. Students will further your knowledge of human biology from Unit 1: Principes (Apple Human Biology from Unit 1: Principes (Apple Human Biology to explore the impact of health issues and associated initiatives and explose the presentation of this interpretation. Students will sease and anysis and interpretation. Students will sease and anysis and interpretation. Students will sease and anysis and interpretation. Students will be able to interpret, analyse and evaluate different sources of scientific information. Be able to interpret, analyse and evaluate different sources of scientific information. Nervous and evaluate scientific information. • Physiology, the working of the human biology to explore the wing and development of engineering. • Be able to synthesise different sources of scientific information. • Be able to synthesise different sources of scientific information. • Wervous and evaluate different sources of scientific info	Applied Human Biology: Medium Term Overview				
Functional Physiology In unit 3, learners will style of priving. Isseential Knowledge (what must students know): Essential Knowledge (what must students will interpret, analyse and evaluates clentific information or a defined purpose and audience. Students will be able to: Understand health issues and associated initiatives and scientific information of the limburge and evaluate scientific information of the limburge and evaluate scientific information of a defined purpose and audience. Students will be able to: Understand health issues and associated initiatives and reporting. Interpret, analyse and evaluate scientific information of health issues and associated initiatives and reporting. Interpret, analyse and evaluate scientific information. Nervous and endocrine systems 0 Understand health dist to advance in medical treatments, including stem cell therapy and genetic engineering. Apply understanding of health issues of scientific information. Be able to synthesise different sources of scientific information. Nervous and endocrine systems Nervous and endocrine systems </th <th>Year 13</th> <th>Summer Term 1</th> <th>Unit Title: Human Biology and Health Issues</th> <th></th> <th>No of Lessons: 14 (Approx.)</th>	Year 13	Summer Term 1	Unit Title: Human Biology and Health Issues		No of Lessons: 14 (Approx.)
Overview/Intent In unit 3, learners will further develop their understanding of human biology and skills in researching and evaluating the impact of health issues, initiatives and scientific reporting. In unit 4, learners will explore the muscular, skeletal, endorrine and nervous systems, their associated disorders and the role of homeostasis in controlling and coordinating the body systems. Essential Knowledge (what must students know): In this unit, students will nerpret, analyse and evaluate scientific information related to health issues and antitiatives and explore the presentation of this information for a defined purpose and audience. Students will further your knowledge of human biology from Unit 1: Principles of Applied Human Biology and Infectious Disease; to explore the impact of health issues on the worl we human biology and interpret, analyse and evaluate scientific information for a defined purpose and audience. Students will consider a range of health issues of health issues and associated initiatives and reporting. Apply understanding of health issues and associated initiatives and reporting. Apply understanding of health issues and associated initiatives and reporting. Be able to interpret, analyse and evaluate scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesi			Functional Physiology		
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and the role of homeostasis in controlling and coordinating the body systems. Essential Knowledge (what must students know): Essential Knowledge (what must students will interpret, analyse and evaluate scientific information related to health issues and and initiatives and explore the presentation of this information for a defined purpose and audience. Students will further your knowledge of human biology from Unit 1: Principles of Applied Human Biology and Unit 2: Practical Microbiology and Infectious Disease; to explore the impact of health issues and associated initiatives and reporting. Apply understanding of health issues and associated initiatives and reporting. Be able to initerpret, analyse and evaluate scientific information and healthy diets to advances in medical treatments, including stem cell therapy and genetic engineering. Physiology, the working of the human body, is a fascinating topic. In this unit, students will have the opportunity to explore growth and development of explore the ruper other methode work will have the opportunity to explore growth and development of explore the interpret and evaluate scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. 		initiatives and scientific rep	porting. In unit 4, learners will explore the muscular, skele	etal, endocrine and nervous	s systems, their associated disorders
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 In this unit, students will interpret, analyse and evaluate scientific information related to health issues and audience. Students will further your knowledge of human biology from Unit 1: Principles of Applied Human Biology and Unit 2: Practical Microbiology and Infectious Disease; to explore the impact of health issues and analysis and interpretation. Students will consider a range of health issues and associated initiatives and reporting. Apply understanding of health issues and evaluate scientific information for a date of health issues and associated initiatives and reporting. Apply understanding of health issues and evaluate scientific information. Be able to interpret, analyse and evaluate different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. Be able to synthesise different sources of scientific information. 	Essential Knowledge (what mus	st students know):	Essential Skills (what must students be able to	Lessons:	
four body systems and nomeostasis and its role in the body. There will be opportunity to research common	 In this unit, students will in evaluate scientific informata and initiatives and explore information for a defined. Students will further your from Unit 1: Principles of A Unit 2: Practical Microbiol to explore the impact of h live in, further developing interpretation. Students wi issues and associated initiat food nutrition and healthy treatments, including stem engineering. Physiology, the working of fascinating topic. In this unit opportunity to explore group four body systems and ho body. There will be opport 	nterpret, analyse and ation related to health issues the presentation of this purpose and audience. knowledge of human biology Applied Human Biology and ogy and Infectious Disease; ealth issues on the world we skills of analysis and vill consider a range of health atives from developments in or diets to advances in medical in cell therapy and genetic f the human body, is a nit, students will have the powth and development of meostasis and its role in the tunity to research common	 demonstrate): Students will be able to: Demonstrate knowledge and understanding of health issues and associated initiatives and reporting. Apply understanding of health issues and associated initiatives and reporting. Be able to interpret, analyse and evaluate different sources of scientific information. Be able to synthesise different sources of scientific information. 	 Understand health and research Understand the in on health issues Interpret, analyse Interpret, analyse Nervous and endor 	h issues and associated initiatives offuence of organisations/individuals and evaluate scientific information and evaluate scientific information ocrine systems

the impact they have on a person's life. The unit provides a strong foundation for human biology study, it gives students theoretical knowledge of the structure, function and role of the muscular, skeletal, nervous and endocrine systems.		
Terminology: Accuracy Validity Reliability		
Careers Links: As above	Enrichment: /	MYPB: Resilience Evaluation

Applied Human Biology: Mediu	Applied Human Biology: Medium Term Overview				
Year 13	Summer Term 2	Unit Title: Human Biology and Health Issues		No of Lessons: 24 (Approx.)	
		Functional Physiology			
Overview/Intent In unit 3, learners will further develop their understanding of human biology and skills in researching and evaluating th initiatives and scientific reporting. In unit 4, learners will explore the muscular, skeletal, endocrine and nervous system and the role of homeostasis in controlling and coordinating the body systems.			uating the impact of health issues, s systems, their associated disorders		
Essential Knowledge (what mus	st students know):	Essential Skills (what must students be able to	Lessons:		
 In this unit, students will in evaluate scientific informa and initiatives and explore information for a defined Students will further your from Unit 1: Principles of A Unit 2: Practical Microbiol to explore the impact of h live in, further developing interpretation. Students w issues and associated initia 	nterpret, analyse and tion related to health issues the presentation of this purpose and audience. knowledge of human biology Applied Human Biology and ogy and Infectious Disease; ealth issues on the world we skills of analysis and ill consider a range of health atives from developments in	 demonstrate): Students will be able to: Demonstrate knowledge and understanding of health issues and associated initiatives and reporting. Apply understanding of health issues and associated initiatives and reporting. Be able to interpret, analyse and evaluate different sources of scientific information. 	 Understand healt and research Understand the ir on health issues Interpret, analyse Interpret, analyse Nervous and endor 	h issues and associated initiatives ofluence of organisations/individuals and evaluate scientific information and evaluate scientific information ocrine systems	

 food nutrition and healthy diets to advances in medical treatments, including stem cell therapy and genetic engineering. Physiology, the working of the human body, is a fascinating topic. In this unit, students will have the opportunity to explore growth and development of four body systems and homeostasis and its role in the body. There will be opportunity to research common disorders, their causes in relation to these systems and the impact they have on a person's life. The unit provides a strong foundation for human biology study, it gives students theoretical knowledge of the structure, function and role of the muscular, skeletal, nervous and endocrine systems. 	 Be able to synthesise different sources of scientific information. 	
Terminology: Accuracy Validity Reliability		
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