

Environmental Studies

Topic: My body

Class: Primary 5

Dates:

Please give an overview of the topic including ES outcomes and key features to be covered.

<p>Environmental studies outcomes</p> <p>Science</p> <ul style="list-style-type: none"> • Living things • Energy and forces • Earth and space <p>Social subjects</p> <ul style="list-style-type: none"> • People and place • People in the past • People in society <p>Technology</p> <ul style="list-style-type: none"> • Technological capability <p>Skills strands</p> <ul style="list-style-type: none"> • Knowledge and understanding • Preparing for tasks • Carrying out tasks • Reviewing and reporting on tasks • Developing informed attitudes <p>Significant outcomes and strands from other curricular areas</p> <p>ES:</p> <p>EL:</p> <p>M:</p> <p>EA: PE – developing fitness</p> <p>RME:</p> <p>HE: Various links</p> <p>ICT: Web search/appropriate CD-ROMs</p>	<p>Science</p> <p>AO: living things and the processes of life</p> <p>Processes of life – Level C</p> <ul style="list-style-type: none"> • name the life processes common to humans and other animals • identify the main organs of the human body • describe the broad functions of the organs of the human body <p>Processes of life – Level D</p> <ul style="list-style-type: none"> • describe the role of lungs in breathing • outline the process of digestion <p>Variety and characteristic features – Level C</p> <ul style="list-style-type: none"> • give some of the more obvious distinguishing features of the five vertebrate groups <p>Skills in science: investigating – Level C</p> <p>Preparing for the task</p> <ul style="list-style-type: none"> • suggest a question for exploration and decide how they might find out an answer • make reasoned predictions about a possible outcome • suggest ways of making a fair test <p>Carrying out the task</p> <ul style="list-style-type: none"> • select and use appropriate measurement devices or make appropriate observations • record findings in a greater range of ways <p>Reviewing and reporting on the task</p> <ul style="list-style-type: none"> • make a short report of an investigation, communicating key points clearly • explain what happened, drawing on their scientific knowledge • make links to original predictions <p>Skills in science: investigating – Level D</p> <p>Preparing for the task</p> <ul style="list-style-type: none"> • identify two or three questions to investigate • provide reasons for planning decisions • include fair testing in planning by changing one factor • show awareness of the significance of variables <p>Carrying out the task</p> <ul style="list-style-type: none"> • make an appropriate series of accurate measurements • select an appropriate way of recording findings <p>Reviewing and reporting on the task</p> <ul style="list-style-type: none"> • make an organised report of an investigation using appropriate illustrations • provide explanations related to scientific knowledge • draw conclusions consistent with findings • identify limitations of approach used • vocabulary
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Environmental studies

Development of topic

My body

Please develop topic by listing key questions and learning activities to be carried out and resources to be used.

Key questions/learning activities	Teacher's notes	Resources	Assessment	Evaluation
1. What are the life processes common to humans? <ul style="list-style-type: none"> brainstorming session to find out what pupils know make idea web on board as a class or on paper with a partner 	Processes are: <ul style="list-style-type: none"> feeding/digestion support/movement breathing circulation reproduction (covered in P6) excretion/waste removal 	Reference materials Library boxes Appropriate websites/CD-ROMs	Pre-topic assessment – discussion	
2. Name the main organs/bones of the human body <ul style="list-style-type: none"> pupils use a variety of sources to familiarise themselves with organs and skeleton of the human body play game of 'Pin the Organ' on the body label the bones of the skeleton 			Participation and accuracy in labelling tasks	
3. What are the functions of the skeleton, muscles and main organs of the human body? <ul style="list-style-type: none"> make and add labels to models and diagrams describing their functions investigate pulse rates before and after a timed period of exercise 		Renfrewshire Pack/SOLSN CD-ROM P6 Unit 1 Lessons 1–3		
4. What are the functions of our lungs in breathing? <ul style="list-style-type: none"> look at models and video materials that demonstrate the process of breathing and the organs involved 	We make our lung space larger using muscle and rib movement. Air rushes into this extra space.		Participation in investigations and quality of report/recording process	
5. What are the main stages in the digestion process? <ul style="list-style-type: none"> examine different types of teeth using models or dental mirrors explore the functions of the four different tooth types label the position and functions of the different organs of the digestive system (mouth, gullet, stomach, large and small intestines, rectum and anus) investigations – see SOLSN materials for details 	Keep treatment simple avoiding detail of the structure and function or chemical activity involved. Emphasise that digestion is the process of breaking down food into a usable form to be taken into the body and used for a variety of purposes.	Renfrewshire Pack/SOLSN CD-ROM P4 Unit 1 Lessons 1–4 Simple reference books CD-ROMs	Competence in research skills and recording End of topic quiz	