



## INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be ‘A Christian School in a small community, making a big difference.’ This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

Subject			Relevant Curriculum Statements		Related Vocabulary
<b>SCIENCE – BIOLOGY – HUMAN BODY</b>	EYFS	To make observations and explore animals including humans and understand how they change.	Wrist (1) Elbow (1) Ankle (1)		
	KS1	To understand that humans have different senses and to know which parts of the body are responsible for them.	Sight (1) Sense (2) Taste bud (2)		
	KS2	To name and understand the parts of the human body.	Skeleton (1) Digestive (2) Circulatory (3)		
<b>SCHOOL AIMS</b> Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a ‘big difference’. <ul style="list-style-type: none"> <li>✓ <b>Respect</b></li> <li>✓ <b>Responsibility</b></li> <li>□ <b>Resilience</b></li> </ul>			<b>BRITISH VALUES</b> <ul style="list-style-type: none"> <li>□ Democracy.</li> <li>□ The rule of law.</li> <li>✓ Individual liberty.</li> <li>✓ Mutual respect.</li> <li>✓ Tolerance of those of different faiths and beliefs</li> </ul>		
<b>CULTURAL CAPITAL</b> Children will gain an understanding of humans they need to flourish, how they work and what they need to stay healthy. Pupils may demonstrate knowledge of a variety of parts of the human body and how they work and what their purpose is. They will develop their understanding of the importance of the human body and how it functions. This could encourage a career in medicine or one of the variety of careers within the NHS.					
<b>IMPLEMENTATION AND SEQUENCING</b>					
<b>What will be made, produced, performed, or published?</b>					
Children will produce pieces of work, demonstrating their knowledge and understanding. They will participate in a sequence of lessons with a scientific focus, producing a range of evidence including written work.					
<b>What sequence of activity and pedagogy will be undertaken?</b>					
<b>EYFS:</b> To identify and name some outer parts of the Human body. <b>Year 1:</b> To identify and name some outer parts of the human body and say which sense is linked to them. <b>Year 2:</b> To identify and name a variety of the human body’s organs and what the body needs to stay healthy. <b>Year 3:</b> To identify that humans have skeletons and muscles of support, protection and movement. <b>Year 4:</b> To identify that humans have skeletons and muscles of support, protection and movement and identify the different types of teeth found in humans and their different functions. <b>Year 5:</b> To identify and name main parts of the human circulatory system. <b>Year 6:</b> To identify and name main parts of the human circulatory system and describe the functions of the blood vessels and blood. <b>Mastery:</b> To identify and name main parts of the human circulatory system and begin to understand the human respiratory system.					
<b>IMPACT</b>					
<b>What knowledge will the children have embedded?</b>					
Children will be able to recall specific scientific facts about humans and their external and internal organs and their uses. They will demonstrate an understanding of the human body.					
<b>What retention may be demonstrated?</b>					
<i>Here are some example questions that may be used to assess children’s understanding.</i> <b>EYFS:</b> “Name 5 parts of the human body.” “What do we use our eyes for?” <b>KS1:</b> “Name all five senses and which body part is linked to each.” “What do we have on our tongue that allows us to taste?” <b>KS2:</b> “Name 5 key organs of the human body.” “What are the set of bones called that all humans have?”					