Year 5 – Animals Including Humans



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| National Curriculum Outcomes: Knowledge   * Describe the changes as humans develop to old age | | National Curriculum Outcomes: Working Scientifically   * Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. * Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. * Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. * Using test results to make predictions and to set up further comparative and fair tests * Reporting and presenting 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. * Identifying scientific evidence that has been used to support or refute ideas or arguments. | | | | | | | | |
| Children might work scientifically by:  Researching the gestation periods of other animals and comparing them with humans. By finding out and recording the length and mass of a baby as it grows. (*taken from the National Curriculum*) | |
| Links to prior learning  **Year 1:** identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  **Year 2:** notice that animals, including humans, have offspring which grow into adults. | | | | | | | | Links to future learning  **Year 6:** recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. | | |
| Key Vocabulary  Baby, child, young, adolescent, adult, elderly, puberty, gestation, growth | | | | | Common Misconceptions  Some children may think:   * a baby grows in a mother’s tummy * a baby is “made”. | | | | | |
| Important knowledge/facts that the children need to know   * The changes as humans develop to old age - baby, child, adolescent, adult, elderly adult * They should learn about the changes experienced in puberty and adolescence: rapid growth in height; pubic hair; acne; shoulders broaden in males; hips and breasts in females; voices break in males; need for increased washing and body odour; genitalia develop in males and females to prepare for reproduction; menstruation and wet dreams; naming of sex organs | | | | | | | | | | |
| STEM Career Links  **Doctor** (works to keep people healthy and cure disease)  **Midwife** (helps with the delivery of babies)  **Paediatrician** (a doctor specialising in children’s medicine) | | | | | | Links to real life   * How will I change as I grow? | | | | |
| Suggested Enquiry Activities | | | | | | | | | | |
| Identifying and Classifying | Comparative and Fair Testing | | | Observation over Time   * Compare photographs of the class as babies to how they look now – how have they changed? What has stayed the same? | | | Pattern Seeking   * Are older people taller? | | | Research using Secondary Sources   * Research human development over time and create a timeline and/or presentation explaining each stage |
| Wow Factor Experiences   * Invite a nurse or doctor in to talk about how human bodies change as they grow | | | | | | | | | | |
| Maths Links   * Measurement investigation – do older children have longer arms/legs or are they taller? Findings could be plotted on a scatter graph | | | Literacy Links   * Create an information leaflet or presentation explaining the changes to humans as they grow older | | | | | | Broader Curriculum Links  **RSE/PSHE:** How will my body change as I grow older? | |
| Story Links  Once There Were Giants – Martin Waddell | | | | | | | | | | |
| Helpful Weblinks  Assessment exemplification (could also be useful with planning ideas) – <https://www.planassessment.com/product-page/examples-of-work-animals-including-humans-y5-melissa>  Teacher CPD on this unit (free) – <https://www.reachoutcpd.com/courses/upper-primary/life-cycles/>  STEM Learning collection of resources for planning and teaching forces – <https://www.stem.org.uk/resources/community/collection/13293/year-5-animals-including-humans> | | | | | | | | | | |

NB: Depending on the maturity of your class, this topic is most likely **best taught towards the end of the year** shortly before children move to Year 6.