

Barnsley Academy – (Year 8 and Subject Biology - Digestion) Curriculum
Scheme of Work – 2023-24

Term 1 – Week 5 or Week 9				
	1	2	3	4
Lesson Focus	Food Tests – Fats & Protein	Digestive system	Adaptations of small intestine	Model intestine and enzymes
Prerequisite Knowledge	Lesson 1 - 3	Lesson 4 + 5 – food tests	Lesson 6 – digestive system	Lesson 7 – small intestine
Core Knowledge	Describe the chemical test for protein and fat, and their positive results Safely carry out the tests for protein and fat and record the results Use the results collected to draw conclusions	Label the organs of the digestive system and describe their function Explain why digestion is necessary	Identify and describe the adaptations of the small intestines Calculate surface area Describe the role of bacteria in the gut	Describe the action of the enzymes in the digestive system Explain the results of the 'model gut' experiment Evaluate the model
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Model practical steps			Model how large nutrients are broken down
Independent Practice	IP1 – method for protein test IP2 – method for sugar test IP3 –identify positive and negative results for all 4 tests IP4 – explain test for starch, sugar & protein IP5 – Carry out practicals	IP1 – Describe digestion IP2 – Describe the job of the mouth, oesophagus and stomach in digestion IP3 – Describe the job of the liver, small intestine and large intestine in digestion IP4 – KPI	IP1 – questions on adaptations of small intestines IP2 – calculate surface area IP3 – how does microvilli affect surface area of small intestines	IP1 – describe how large molecules are broken down IP2 – write a prediction for model IP3 – describe + explain results IP4 – evaluate model

Assessment (Informal/Formal)	Independent practice tasks Learning checks on WB Students to self- assess all tasks. Teacher to circulate and check for misconceptions.	Independent practice tasks – KPI incorporated. Learning checks on WB Students to self- assess all tasks. Teacher to circulate and check for misconceptions.	Independent practice tasks Learning checks on WB Students to self- assess all tasks. Teacher to circulate and check for misconceptions.	Independent practice tasks Learning checks on WB Students to self- assess all tasks. Teacher to circulate and check for misconceptions.
Resources				
Specific SEN(D)/EAL support		LAP version of IP3		