



Where this unit fits in

This unit builds on:

unit 58 the concepts that living things have processes in common, and that plants and animals have structures with specific functions (3B, 5B, 1A, 4A, 5A).

The concepts in this unit are:

cells. Pupils are introduced to the concept of cells as the basic unit of life.

This unit leads onto:

units 7B Reproduction, 8B Respiration and 9C Microbes and Disease.

Prior learning

To make good progress, pupils starting this unit need to understand:

- how to recognise living things and distinguish them from things that are not living
- that plants and animals are made up of structures, e.g. muscles and roots, that fulfil specific functions.
- the functions of a flower (reproduction).

Framework yearly teaching objectives – Cells

- Describe a simple model for cells that recognises those features all cells have in common and the differences between animal and plant cells.
- Explain that some living organisms are only one cell but that others are multicelled.
- Explain that growth means an increase in the size and number of cells.
- Explain that similar specialised cells can be grouped together to form tissues, that tissues can form organs, and that these do not all develop and grow at the same time; use this to explain why and how some organisms care for and protect their offspring.

Expectations from the QCA Scheme of Work

At the end of this unit ...

... most pupils will some pupils will not have made so much progress and will some pupils will have progressed further and will ...
In terms of scientific enquiry NC Programme of Study Sc1 1c; 2a, c, d, e, h, j, k, o		
<ul style="list-style-type: none"> • describe some earlier ideas about the structure of living things and relate these to evidence from microscopic observations • make observations using a microscope and record them in simple drawings • suggest a question about pollen tubes that can be investigated and use an appropriate sample • present results in an appropriate graph and explain what these show. 	<ul style="list-style-type: none"> • relate drawings to observations made using a microscope and describe what they found out during their investigation. 	<ul style="list-style-type: none"> • explain how evidence from microscope observations changed ideas about the structure of living things • estimate sizes of specimens viewed under the microscope and justify the sample chosen in an investigation of pollen tubes.
In terms of life processes and living things NC Programme of Study Sc2 1a, b, c, d, e		
<ul style="list-style-type: none"> • identify and name features of cells and describe some differences between plant and animal cells. • explain that growth occurs when cells divide and increase in size • describe how cells are grouped to form tissues. 	<ul style="list-style-type: none"> • recognise that all organisms are made from cells. • name some parts of a cell. 	<ul style="list-style-type: none"> • recognise that viruses are not cells • describe how some cells in an organism are specialised to carry out particular functions.

Suggested lesson allocation (see individual lesson planning guides)

Direct route →					
A1 Organs, cells, tissues	A2 Building blocks	A3 Cells and growth	A4 Scaling up and down: Think about scales	A5 Flower cells	
Extra lessons (not in pupil book)					
A1 Organs, cells, tissues. Extra lesson may be needed depending on choice of main activities.	A2 Building blocks. Extra lesson may be needed depending on choice of main activities.			A5 Investigate: What makes pollen tubes grow?	Review and assess progress (distributed appropriately)

Misconceptions

Pupils often do not relate the 2D diagrams to a 3D shape, so work with models is essential. They think of cells as unmoving and unchanging, which does not help them understand that cells are the basic unit of life. They often think that bacteria and yeast are not cells. They often think that plant cells do not have a cell membrane, because of the presence of the cell wall.

Additional information

Some schools have experienced difficulties with the pollen tube investigation suggested in the QCA Scheme. Activity A5c has therefore been designated as a planning investigation activity. There will be other opportunities in the course to discuss sampling.

Health and safety (see activity notes for further risk assessment)

Microscopes should not be used with sunlight as the light source. Pupils should wash their hands after handling any biological material.

Harcourt Education Catalyst Answers

Kerry Montero, Peter Kelly



Harcourt Education Catalyst Answers:

Catalyst 3 Red Student Book Carol Chapman, Moira Sheehan, Martin Stirrup, Mark Winterbottom, 2004-06-08 The parallel higher level Red books in the Catalyst series use the same format as the Green books This text also includes hands on activities summaries and in text questions to help pupils consolidate their knowledge **Today's Education** ,1983

Curriculum Management for Educational and Social Service Organizations Fenwick W. English, Robert Lowell Larson, 1996 **Catalog of Copyright Entries, Third Series** Library of Congress. Copyright Office, 1965 The record of each copyright registration listed in the Catalog includes a description of the work copyrighted and data relating to the copyright claim the name of the copyright claimant as given in the application for registration the copyright date the copyright registration number etc **Doing Ethical Research with Children** Deborah Harcourt, Jonathon Sargeant, 2012-08-16 Doing Ethical Research with Children is an invaluable resource for all student and practitioner researchers who wish to honour children as active agents and significant voices in research The book guides the reader through the processes of ethical research with not on children positioning the child as competent and capable It includes practical guidance and examples of research so that issues that may emerge during a research project can be anticipated My advice is do not embark on an Early Years research project before reading it Lyn Trodd Chair of the National Sector Endorsed Foundation Degree in Early Years Network SEFDEY University of Hertfordshire UK Doing Ethical Research with Children provides an invaluable guide to understanding and managing the ethical implications of research projects with children The highly accessible format includes useful case study examples questions and checklists and the four phased approach supports the reader to reflect on ethical considerations at every stage of the research process This book is a welcome and essential resource that positions ethical perspectives at the heart of research activity with children Shirley Allen Senior Lecturer Early Childhood Studies Middlesex University UK This is an admirably clear and well structured book that will be invaluable for anyone serious about research with children The authors write from long experience and provide a very helpful step by step guide that is always underpinned by deeply principled insightful considerations that exemplify good practice and respect for children The use of real examples along with the authors questions invite the reader to reflect on their own thinking and actions and the extensive checklists and sample documentation provide clear guidance that will be a valuable support for students and their supervisors researchers and practitioners alike I look forward to making good use of this book in my own work and in my work with students of early childhood Sue Robson Principal Lecturer Subject Leader for Early Childhood Studies University of Roehampton London UK This book provides a step by step guide to approaching your research project and will support you in developing conducting and disseminating research relating to children and childhood with an ethical imperative Doing Ethical Research with Children will help you focus and identify many of the key issues surrounding research with children The book presents an overview of both contemporary and traditional perspectives

relating to child related research practices The authors combine relevant theoretical and practical information offering a guide to the essential elements for conducting ethical research with children You are prompted to consider and systematically address these elements with the help of Real world points to ponder offering unique insights Over to you reflection activities Case studies considering ethical dilemmas Written specifically as a guide and reflection tool for beginning researchers studying early years and childhood the book follows the research journey from conceptualisation to dissemination and looks at the unique considerations for research involving children **The Total Question Workout**

Bennett E. McClellan, 2014-04-02 Heres the one minute description of TQW You have a Big Question of some kind You know its a Big Question because its keeping you up at night the outcome is important and you dont have a ready answer There are four stages you need to go through to answer a Big Question I dont know where you are in the process so let me describe the four stages The first stage involves fully understanding your situation and your motives for wanting to resolve the question that comes from being in that situation The second stage involves separating yourself from the situation you are in You cannot resolve a situation if you see yourself as part of it You have to gain perspective by separating yourself from your situation in as many ways as possible The third stage involves letting go of something that keeps you attached to and subject to the situation you are in Something is holding you back Some fear some projection of implications some belief about what is possible and what is not possible Something As long as you hold onto these things they will hold you back Fourth you need to perceive new possibilities for resolving your Big Question For various reasons you are not able to see alternative resolutions today You need to reframe your question in a way that will enable you to apply the substantial resources you have to address each and every part of the question If you have a Big Question you are stuck at one of those four stages At which stage are you stuck McClellan provides a complete roadmap for getting from the question you have to the question you need to answer Dither no longer Commit to the Total Question Workout Address the Big Question you need to answer to take charge of running your business or your life You can move forward But first you have to take the next step **Young People and the**

Aesthetics of Health Promotion Kerry Montero, Peter Kelly, 2016-03-10 Health promotion with young people has largely been framed by theories of behaviour change to target unsafe unhealthy and or risky behaviours These theories and models seek to encourage the development in young people of reasoned rational and risk aware personal strategies This book presents an innovative and critical perspective on young people and health promotion It explores the limits and possibilities of traditional health behaviour change models with their focus on reason risk and rationality by examining the embodied dimensions of meaning making in health promotion programs Drawing on an array of critical social theories and approaches to knowledge production the authors identify and engage the aesthetic and affective dimensions of young people s engagement with issues such as road safety sexualities alcohol and drug use and physical and mental health and well being The book will appeal to researchers and practitioners in the fields of health promotion and health education public health

education the sociology of health and illness youth studies and youth work *Middle School Journal* ,2006 **Engaging Ideas** John C. Bean,Dan Melzer,2021-06-03 Use your course s big ideas to accelerate students growth as writers and critical thinkers The newly revised third edition of Engaging Ideas delivers a step by step guide for designing writing assignments and critical thinking activities that engage students with important subject matter questions This new edition of the celebrated book now written by the co author team of Bean and Melzer uses leading and current research and theory to help you link active learning pedagogy to your courses subject matter You ll learn how to Design formal and informal writing assignments that guide students toward thinking like experts in your discipline Use time saving strategies for coaching the writing process and handling the paper load including alternatives to traditional grading such as portfolio assessment and contract grading Help students use self assessment and peer response to improve their work Develop better ways than the traditional research paper to teach undergraduate reading and research Integrate social media multimodal genres and digital technology into the classroom to promote active learning This book demonstrates how writing can easily be integrated with other critical thinking activities such as inquiry discussions simulation games classroom debates and interactive lectures The reward of this book is watching students come to class better prepared more vested in the questions your course investigates more apt to study purposefully and more likely to submit high quality work Perfect for higher education faculty and curriculum designers across all disciplines Engaging Ideas will also earn a place in the libraries of graduate students in higher education **Books and Pamphlets, Including Serials and Contributions to Periodicals** Library of Congress. Copyright Office,1965 *Teaching Individuals with Physical and Multiple Disabilities* June L. Bigge,1991 **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office,1965 The Journal of Higher Education ,1953 Covers topics in higher education Includes book reviews *A History of the University of Port Harcourt from 1977-1998* Ebiegbere Joe Alagoa,1999 Catalogue of Title-entries of Books and Other Articles Entered in the Office of the Librarian of Congress, at Washington, Under the Copyright Law ... Wherein the Copyright Has Been Completed by the Deposit of Two Copies in the Office Library of Congress. Copyright Office,1965 **Best Sellers** ,1982 Publishers, Distributors, & Wholesalers of the United States ,1992 *Handbook of Cultural Geography* Kay Anderson,Mona Domosh,Steve Pile,Nigel Thrift,2002-11-20 Having just read this book cover to cover I can honestly say that I have not felt so excited about the discipline of geography since i was in my first year at college Overall therefore this is a truly wonderful book and the first comprehensive analysis of the cultural turn tha geography has taken the pitfalls which lie ahead and the course which needs to be chartered Innovative invigorating passionate and groundbreaking it makes you feel great about being a cultural geographer even if you never knew you were one Space and Polity I never expected to call a handbook compulsive reading but this wonderful volume changed all my preconceptions of what cultural geographers can do Absorbing and thought provoking this is collaborative intellectual work at its imaginative best it situates explains and questions cultural geography

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The British Library General Catalogue of Printed Books 1976 to 1982 British Library,1983 *Bookbuyers' Reference Book* ,1993

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