




<p>Topic: Animals including humans</p>	<p>Year 5 Age 9-10</p>	<p>Title: Growth survey</p>
<p>Working Scientifically Do: Take measurements using a range of equipment </p>	<p>Concept Context Describe the changes as humans develop to old age.</p>	
<p>Assessment Focus</p> <ul style="list-style-type: none"> • Can children record and present results clearly? 		
<p>Activity <i>Today we are going to be biologists</i> What could we measure to show how humans develop as they grow older? Groups decide e.g. forearm length, arm span, foot length, etc. Discuss how we could measure this and the number of children/adults we would need to measure. How accurate do our measurements need to be? Decide on how many decimal places or unit. Ensure that children understand that they also need to record the age of the person. Children go to different year groups to measure specified number of children. Bring data together to create class table. Ask groups to create scatter graphs to present the data, can use ICT to do this. </p> <p>Adapting the activity Support: Check children understand how to measure accurately. Provide axes for graph. Prompt pattern description by providing sentence structure e.g. <i>The older the child, the longer their ...</i> Extension: Children to measure to different decimal places. Measuring head size, arm span, forearm etc. Spot anomalies and give possible reasons for them. Other ideas: Measure adults or family and explore growth across lifespan. Explore growth patterns in other animals.</p> <p>Questions to support discussion</p> <ul style="list-style-type: none"> • How many children will you measure? Why? • What does your graph show? • What could this tell us about human development? • Are there any anomalies? What reasons could there be for the anomalies? • Why do we draw a line of best fit? 		
<p>Assessment Indicators</p> <p>Not yet met: Can measure accurately in cm. Can record data in pre-made structure. Can identify highest and lowest results, describes pattern with support.</p> <p>Meeting: Can measure accurately in cm and mm. Can record data in their own structure. Can identify a pattern, suggest reasons for this pattern, and identify any anomalies.</p> <p>Possible ways of going further: Comments on accuracy of measurements, e.g. <i>if different people are measuring you must agree where to start</i>. Gives possible reasons for anomalies and indicates how these might be reduced if the investigation was to be repeated.</p>		



Teacher box 4 - gather evidence in a range of ways. See TAPS pyramid for more eggs