



The Human Body

Year 1

End points of this unit:

- We have five senses: sight, hearing, touch (feeling), taste, smell.
- Our eyes use light that enters the eye to enable us to see. Light does not come out of the eye.
- Parts of the eye and what their purpose is. (e.g. the eyelashes, eyelids and cornea protect the rest of the eye).
- Sounds travel through our ears to send messages to our brain.
- Our senses help us to understand the world around us.
- Our senses send messages to our brains.
- Some people have problems with their senses
- I know my senses help me to understand the world around me.
- To identify, name, label and draw the basic parts of the human body.
- To identify and label parts of our body relating to our senses.

Each year, children will study a unit on human biology: The Human Body. These units build over time, revisiting prior knowledge and using this knowledge as a foundation to progress from. It is important to read, where appropriate, the unit children have studied in the previous year, as well as the unit they will follow in the following year to gain a clear understanding of what the children have been taught before and what they will go on to learn next.

This Year 1 unit builds on the EYFS units 'All about Me' in Reception and Nursery. In the EYFS units, children looked closely at their bodies, named different parts of the body and thought about what our bodies can do. This unit reconnects to that prior learning by looking at the parts of the human body and their functions. Children then move on to study the eye in more detail, learning that scientists look closely at things to find out how they work. This is important disciplinary understanding that will grow as children progress through the curriculum. They will understand that light travels into our eyes which helps us to see. Children then progress to find out more about our ears, how we hear and the importance of hearing. Touch, taste and smell are studied, and children will begin to understand that our senses help us to process what is happening around us, helping us to be aware of the world we live in. Children will consider the role of our senses in protecting us from danger. Children will work scientifically in this unit, exploring senses and experiencing how we use them.

Finally, children will study sensory impairment. In our unit plan, we have included information about the life of Helen Keller, who developed severe sight and hearing loss as a child but, with the help of her teacher, was able to graduate with a degree and go on to help others with sensory impairment. This lesson may link to content in your wider curriculum, particularly PSHE.

This unit covers the National Curriculum requirements to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. It moves beyond this requirement to introduce how some of our senses work. Children will build on this knowledge throughout the forthcoming units as they look more closely at the human body, its systems, its functions and how we care for it.

Lesson Sequencing:

This unit begins by looking at all five senses. The children will learn which body part corresponds with which sense. Lesson 2 will look at sight in more depth, explaining that our eyes send messages to our brain. They will also learn that the pupil changes size in response to the amount of light it receives and how to use scientific drawing to label parts of the eye. This lesson will also introduce pupils to the idea that some people have problems with their senses. Lesson 3 will build on the idea that body parts send messages to the brain by looking at the ears and that people have problems with their senses. Children will learn that soundwaves consist of particles bumping into each other and that the brain interprets these soundwaves. In lesson 4, children use their senses to understand the world around them, considering the messages being sent to their brain as they use them. Lesson 5 will explore sensory impairment further by learning about the life of Helen Keller. The unit ends with children labelling the body parts and their corresponding senses, as well as writing short responses to questions about the senses.

Misconceptions:

- That a person is blind without their glasses
- Only hands have the sense of touch
- That people cannot be partially blind or deaf
- That sight and sound are the only senses you can lose

Working Scientifically criteria met in this unit:

- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Observing closely
- Gathering data to help in answering questions
- Performing simple tests