**UNIT OVERVIEW:** Neuronal Communication

**ENQUIRY:** How have microscopes contributed to our understanding of living organisms?

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| **Unit intention:** The survival of organisms relies in part on their ability to respond to stimuli. This is achieved by communication within the body, which may be chemical and/or electrical. Both systems are covered in detail in this module. Students will have studied Nervous and Hormonal systems at GCSE but this will be the first time that they would have studied in detail how an impulse is generated and apply knowledge, understanding and other skills developed in this module to new situations. | | |
| **Success criteria:** | 🗸 | X |
| **Neuronal Communication Learning Checklist**   |  |  | | --- | --- | |  | I can describe the coordination and organisation of the nervous system  I can describe the structure and functions of sensory, relay and motor neurones  I can explain the generation and transmission of nerve impulses in mammals  I can describe and evaluate the structure and roles of synapses in neurotransmission  I can describe and explain the structure and function of the human brain  I can describe and explain the structure of mammalian muscle and the mechanism of muscular contraction | |  |  |
| **Unit summative and formative assessment details: Topic Sequence**  Weekly Seneca, factual re-call 1. Organisation of Nervous System  MCQ 2. Neurones  Extended writing 3. Nervous Transmission  Practical Research 4. Synapses  End of unit test 5. Brain  6. Muscles | | |
| **Home Learning (What and how often):**  Homework twice a week (flip learning and Seneca)  Revisit class content (make notes)  Research activities for practical  Stretch and Challenge Task | | |

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| **Success criteria** – Have you met them? Show your evidence in the boxes below. |
| **1.** |
| **2.** |
| **3.** |
| **4.** |
| **5.** |
| **6.** |
| **How will you improve your work?** |

**End of Unit EVALUATION**