NC Science Unit 2

Level 1 Unit 2 - Science (Organisms, their behaviour and the environment)

1. The learner will recognise and name main external parts of the human body and plants communicating observations of the features of a range of animals and plants.

1.1 I can identify the main external features of the human body [1]

1.2 I can identify the main external features of plants [2]

1.3 I can describe living things in terms of their colour, size and type [3]

1.4 I can identify common animals [4]

Level 2 Unit 2 - Science (Organisms, their behaviour and the environment)

1. The learner will demonstrate knowledge of the characteristics of living things.

1.1 I can describe the basic conditions for life [6]

1.2 I know that living things grow and reproduce [7]

1.3 I can sort living things into groups, using simple features [8]

1.4 I can identify the basis for my groupings [9]

1.5 I can identify habitats for common living things [10]

Level 3 Unit 2 - Science (Organisms, their behaviour

and the environment)

1. The learner will describe differences between living and nonliving things including adaptation of living things to suit their environment.

1.1 I can describe the main features of living things [12]

1.2 I can identify how living things are adapted to their environment [13]

1.3 I can record observations about how living things are adapted to their environment [14]

1.4 I can describe the effects of immediate environmental factors on living things [15]

Level 4 Unit 2 - Science (Organisms, their behaviour and the environment)

1. The learner will demonstrate knowledge and understanding of how living organisms are made up using keys to help classify living things. They will understand relationships between different types of living organisms in an ecosystem using food chains as an example.

1.1 I can identify and use scientific names for the major organs of a mammal [17]

1.2 I can identify the positions of major organs in humans [18]

1.3 I can identify and use scientific names for the major organs in plants [19]

1.4 I can identify the positions of major organs in plants [20]

1.5 I can use a key to help classify living things [21]

1.6 I can describe a simple food chain [22]

1.7 I can describe the relationship between predators and prey [23]

1.8 I know that a habitat is a place where things live [24]

Level 5 Unit 2 - Science (Organisms, their behaviour and the environment)

1. The learner will understand the main functions of organs of the human body and plants. They will understand life cycles of living things, there classification and habitats.

1.1 I can describe the main functions of organs in the human body [26]

1.2 I can describe the main functions of organs in plants [27]

1.3 I can say why the functions of organs are essential to health [28]

1.4 I can describe the main stages of the life cycles of humans [29]

1.5 I can describe the main stages of the life cycle of a flowering plant [30]

1.6 I can identify similarities in different life cycles [31]

1.7 I can identify a great variety in living things [32]

1.8 I understand the importance of classification [33]

1.9 I can explain the reasons why different organisms are found in different habitats [34]

Level 6 Unit 2 - Science (Organisms, their behaviour and the environment)

1. The learner will understand life process in animals and plants from the cellular level to environmental factors affecting life.

1.1 I can distinguish between related processes [36]

1.2 I can describe simple cell structure [37]

1.3 I can identify differences between simple animal and plant cells [38]

1.4 I can describe some of the causes of variation between living things [39]

1.5 I can explain how the distribution and abundance of organisms in habitats are affected by environmental factors [40]

Level 7 Unit 2 - Science (Organisms, their behaviour and the environment)

1. The learner will understand life process in animals and plants in terms of the combination of their physiology and the environment.

1.1 I can explain the processes of respiration and photosynthesis in terms of the main underlying chemical change [42]

1.2 I can explain how cells are adapted to their functions using my knowledge of cell structure [43]

1.3 I can identify common variations between individuals, including inherited features [44]

1.4 I can explain common variations between individuals in terms of environmental factors [45]

1.5 I can construct models to show feeding relationships [46]

1.6 I can explain how feeding relationships affect population size [47]

Level 8 Unit 2 - Science (Organisms, their behaviour and the environment)

1. The learner will demonstrate extensive knowledge and understanding related to organisms, their behaviour and the environment, including the relationship between evidence and scientific ideas and why scientific ideas change in the light of new evidence.

1.1 I can explain organisms and their behaviour, scientifically and comprehensively [49]

1.2 I can relate different aspects of the physiology of plants and animals [50]

1.3 I can relate physiological processes to environmental factors [51]

1.4 I can interpret data from a range of sources and in a range of contexts including field work [52]

1.5 I can evaluate data from a range of sources and in a range of contexts including field work [53]

1.6 I can synthesise information from data from a range of sources and in a range of contexts including field work [54]

1.7 I can explain the importance of a wide range of applications and implications of science related to organisms, their behaviour and the environment and the implications of science in these applications [55]

Level 9 Exceptional Performance Unit 2 - Science (Organisms, their behaviour and the environment)

1. The learner will demonstrate breadth and depth of knowledge and understanding related to living things in familiar and unfamiliar contexts.

1.1 I can explain organisms, their behaviour and environment with broad and deep knowledge and understanding [57]

1.2 I can link detail at the microscopic level to outcomes at the macroscopic level [58]

1.3 I can interpret data on a wide range of biological systems including environmental impact [59]

1.4 I can evaluate data on a wide range of biological systems including environmental impact [60]

1.5 I can synthesise information from data gathered from a range of biological systems [61]

1.6 I can explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts related to organisms, their behaviour and the environment [62]

1.7 I can explain of how scientific knowledge and understanding changes in relation to large and complex systems related to organisms, their behaviour and the environment [63]

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