

GCSE Biology B11 Hormonal Control

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>Understanding the role of the pituitary gland in controlling our internal conditions; the role of hormones in controlling blood glucose and menstrual cycle. Learning how to control and treat diabetes and fertility using hormones.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Identify the main glands on the body • State how hormones travel in our bodies • State the 2 types of diabetes • Identify blood glucose control is by the pancreas and liver • Identify link between type 2 diabetes and obesity • State the ways in which both types of diabetes are treated • Identify one use of enzymes • Define negative feedback • Identify the role of oestrogen, progesterone, LH and FSH in menstrual cycle • Identify the organs involved in the menstrual cycle • Categorise contraception's as hormonal and non-hormonal • Identify steps in the process of IVF • State the meaning of infertility <p>Understanding</p> <ul style="list-style-type: none"> • Describe the role of hormones released from endocrine glands • Describe what happens when blood glucose is too high or too low – what hormones and organs are involved • Explain why type 2 diabetes can often be reversed • Describe the function of adrenaline and thyroxine. • Compare and contrast the changes to boys and girls during puberty. • Create a detailed timeline for the menstrual cycle – including hormones involved, their functions and the organs within the cycle • Explain how contraceptives work and explain advantages and disadvantages of each • Evaluate disadvantages and advantages of IVF • Analyse the impact of IVF on individuals, society and finances <p>Skills</p> <ul style="list-style-type: none"> • Read values from a graph • Giving examples from the data to support patterns and trends seen • Describe facts, events or processes in a logical order • Evaluate: use the information supplied, as well as their knowledge and understanding, to consider evidence for and against when making a judgment. • Writing to examine consequences (PEM: People Environment Money) 	<p>Able to write a 6 mark answer including all details of hormones and organs involved in the menstrual cycle</p> <p>Able to explain the use of negative feedback in humans internal systems and link these to real world scenarios</p> <p>Research the impact of diabetes on our NHS healthcare system</p> <p>Complete a leaflet detailing information regarding infertility and options available such as IVF</p> <p>Create a PowerPoint to show to Year 10 students giving details of contraceptives and the hormones that some use</p>	<p>BBC Bitesize</p> <p>Doddle – power points and quick quizzes</p> <p>You tube: 'Free science lessons'</p> <p>Seneca learning platform</p>

