**TAPS Scotland**

 **Focused assessment of scientific skills**

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| **Topic:** Body systems | Primary 5Age 8-9 | Activity title: Digestion modelling |
| Logo for reviewing strand of Working Scientifically**Scientific skills focus****Presents findings:** Reports collaboratively and individually using a range of methods. | **Curriculum link**Investigating some body systems: digestion SCN 2-12a |
| **Assessment focus*** Can children present their research clearly?
* Can children use scientific vocabulary accurately?
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| **Activity** *Today we are anatomists.*Pupil box 1 - identify existing ideas. Provide time for children to consider their existing ideas about digestion e.g. drawing around a person and labelling what happens to a sandwich when you eat it. Do a simple practical modelling:*Slice of bread/cracker cut up by ‘teeth’ scissors, drops of water ‘saliva’, squashed along plastic bag tube ‘oesophagus’, into sealable ‘stomach’ bag, add ‘stomach acid’ liquid and manipulate, cut hole/pour into tights ‘small intestine’ gently squeezing out ‘nutrients’ then ‘large intestine’ squeezing out water, store in rectum then out through anus when over ‘toilet’ bowl.*Provide resources for consolidation of digestion process and further research (books, diagrams, internet), collecting vocabulary and order of events.Ask children to select a method to present their research e.g. demonstrate digestion model to younger pupils or parents, make a video of digestion model, make a labelled collage/diagram/cut out person/t shirt etc.**Adapting the teaching** **Support:** Provide clear and simple labelled diagrams for discussion of the process.White, wooden outline of human body with paydough modelled organs which are labelled with a brief description of each.**Extension:** Consider accuracy and inaccuracies in modelling.**Other ideas:** Research and present on other body systems e.g. respiratory, circulatory.**Questions to support discussion** * What happens to the food first?
* What is this part called?
* What is the role of the liquid?
* What have you added from your research?
* How could you improve your model/presentation/diagram?
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| **Benchmark indicators** **Working towards:** Pupils take part in the modelling/diagram drawing, but cannot clearly explain the process.**Achieved:** Pupils use scientific vocabulary accurately when naming key parts of the digestive system in their modelling/presentation/diagram.**Possible ways to go further:** Pupils add further details or explanation from their independent research. Pupils identify problems with their modelling e.g. length of intestines.  |

 Pupil box 1 - identify existing ideas. See TAPS pyramid for more examples.