**8P3 Plants**

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|   |  Lesson title |  Success criteria |  check |
| Year 8: Biology – Plants | Plant organs | I can label a diagram of a plant & say what each part does. |   |
| I can relate the ‘signs of life’ to plants. |   |
| I can explain what photosynthesis and respiration are and what they produce. |   |
| Flowers | I can label a diagram of a flower, to communicate to others that I know the names of the parts.  |   |
| I can describe how a plant reproduces. |   |
| I can explain the key differences between insect pollination & wind pollination. |   |
| I can explain how plants have different strategies for dispersing seeds. |   |
| Leaves | I can recall that plants use photosynthesis to make food. |   |
| I can describe two adaptations that leaves have. |   |
| I can name at least two different leaf cells, and explain how they help the leaf carry out photosynthesis. |   |
| I can explain in detail how a leaf is adapted in order to maximise photosynthesis. |   |
| Roots | I can describe where water enters the plant. |   |
| I can describe the 2 main functions of roots. |   |
| I can explain how a root hair cell is adapted for efficient absorption of water from the soil. |   |
| I can name at least 3 essential minerals that a plant needs for healthy growth. |   |
| Plant transport | I can describe where water enters the plant, and what it is used for. |   |
| I can describe where glucose is made. |   |
| I can explain how water and minerals moves around a plant. |   |
| I can explain how ‘tubes’ are formed from cells  |   |
| Photosynthesis | I can recall the word equations for photosynthesis and respiration. |   |
| I can describe some uses of the glucose produced during photosynthesis. |   |
| I can describe how the level of glucose in a plant changes over a 24-hour period, and explain why. |   |
| I can explain what factors affect the rate of photosynthesis |  |