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**Big Ideas/Substantive Concepts**

Blood and blood vessels

The functions of the heart

Body function: the effect of exercise, drugs and lifestyle

Pupils should be taught to:

* identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
* recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
* describe the ways in which nutrients and water are transported within animals, including humans

Questions:

What is blood made of and why do we need it?

Why do our bodies need nutrients and how are they transported?

What is our circulatory system?

What is our heart like inside?

How does it work?

Who influenced what we know about our circulatory system?

What can we do to keep healthy?

**Key Vocabulary**

|  |  |
| --- | --- |
| **Tier 2** | **Tier 3** |
| cell | plasma |
| chamber | platelet |
| system | artery |
| circulation | capillary |
| vessel | vein |
| clot | ventricle |
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Year 6: Animals including humans

**Resources:** [CUSP curriculum](https://www.unity-curriculum.co.uk/history/history-ks2/) and [Curriculum vision](https://www.curriculumvisions.com/indexHistory.html) resources for online non-fiction texts

Making connections to prior learning

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| **Year 3:** Animals, including humans  **Year 4:** Animals, including humans  **Year 5:** Animals including humans |

Working Scientifically

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| Plan enquiries, including recognising and controlling variables where necessary | Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work | Take measurements, using a range of scientific equipment, with increasing accuracy and precision | Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models |
| Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions | Present findings in written form, displays and other presentations | Use test results to make predictions to set up further comparative and fair tests | Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments |

**Outdoor Learning Opportunities**

Alfresco Learning: UKS2 - Working Scientifically