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**Big Ideas/Substantive Concepts**

Digestion and circulation

Removal of waste

Keeping healthy

Pupils should be taught to:

* describe the ways in which nutrients and water are transported within animals, including humans

Questions:

Remember circulation and digestion: how are these two systems connected?

Where are the kidneys and what do they do?

How do kidneys keep us healthy?

**Key Vocabulary**

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| --- | --- |
| **Tier 2** | **Tier 3** |
| filter | kidney |
| expel | bladder |
| substance | urine |
| function | excretion |
| regulate | toxin |
| transform | nutrient |
|  |  |
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|  |  |
|  |  |

Year 6: Animals including humans-water transportation

**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 nutrition, skeletons and muscles**Year 4:** Animals, including humans teeth, digestion and food chains**Year 5:** Animals including humans changes as humans develop to old age**Year 6:** Animals, including humans circulatory system |

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