

<p>Lesson Title and number: 3 How does the human body work?</p>	<p>Learning objectives</p> <p>History History Knowledge and understanding of events, people and changes in the past</p> <p>2. Pupils should be taught: a) to describe and analyse the relationships between the characteristic features of the periods and societies studied including the experiences and range of ideas, beliefs and attitudes of men, women and children in the past c) to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied d) to identify trends, both within and across different periods, and links between local, British, European and world history e) to consider the significance of the main events, people and changes studied.</p> <p>Historical interpretation</p> <p>3. Pupils should be taught: a) how and why historical events, people, situations and changes have been interpreted in different ways b) to evaluate interpretations.</p> <p>Historical enquiry</p> <p>4. Pupils should be taught to: b) evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.</p> <p>Organisation and communication</p> <p>5. Pupils should be taught to: a) recall, prioritise and select historical information b) accurately select and use chronological conventions and</p>	<p>Other Curriculum Objectives Functional skills Literacy</p> <p>Science</p> <p>Citizenship</p> <p>Other Curriculum Objectives: Functional skills English</p> <ul style="list-style-type: none"> • communicate effectively, adapting to a range of audiences and contexts • explain information clearly and succinctly in spoken and written form • express a point of view reasonably and persuasively • use ICT to communicate effectively • read and understand information and instructions and then use this understanding to act appropriately • analyse how ideas and information are presented and evaluate their usefulness, for example in identifying a problem • make an oral presentation or write a report • contribute to discussions and use speech and writing collaboratively to agree actions and conclusions <p>ICT</p> <ul style="list-style-type: none"> • use ICT to find, select and bring together information • develop, interpret and exchange information for a purpose <p>Citizenship</p> <p>2.1 Critical thinking and enquiry</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • engage with and reflect on different ideas, beliefs and values when exploring topical and controversial issues • research, plan and undertake enquiries into issues and problems using a range of information sources
---	---	--

	<p>historical vocabulary appropriate to the periods studied to organise historical information</p> <p>c) communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.</p>	<ul style="list-style-type: none"> analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias <p>2.2 Advocacy and representation</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> express and explain their own opinions to others through discussions, formal debates and written work communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate justify their argument, giving reasons to support their views and persuade others to think again, change or agree with them represent the views of others, with which they may or may not agree. <p>Science</p> <ul style="list-style-type: none"> Explore contemporary and historical scientific developments and how they have been controlled conception, growth, development, behaviour and health can be affected by diet, drugs and environment
--	--	--

Lesson plan	Starter Activity	Introduction	Development
	<p>Ask pupils for their understanding of the key words:</p> <p>Anatomy Organs of the body Physiology</p>	<p>What do they know about the structure of the human body and how it works?</p>	<p>Activity 1. Down load or use Science and nature interact - human body and Mind - Anatomy sections are immediately relevant</p> <p>Organs</p> <p>Skeleton</p> <p>If this is not possible, then skeleton and organ game con folder</p> <p>Activity 2. What was known in the eighteenth century about the structure and organs of the body? William Harvey and the Circulation of blood</p> <p>4. Who discovered the circulation of blood? other societies</p>

			times
Additional material	www. BBC Science and nature - excellent inter-active activities to learn about the anatomy		