

Healthy hearts

Teacher Guidance

NC objectives

K: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

WS: Identifying scientific evidence that has been used to support or refute ideas or arguments.

Overview

Children will research evidence on heart health and will write a report on the importance of a healthy heart and its function and role in maintaining a healthy body.

Key concepts

- Healthy living
- Heart and the circulatory system
- Importance and impact of diet and exercise on the body

Resources / equipment

- Access to the internet and library books for research
- Examples of fitness DVDs or fitness adverts
- An optional writing frame has been provided for this assessment activity.

Outcomes

- Children write a guide about keeping the heart healthy and other aspects of healthy living.

Teaching notes

- Remind children briefly of all they have learned about keeping their bodies healthy.
- Read the scenario of the assessment activity together. *How do you think weight and a healthy heart could be linked?* (Link heart health to improved stamina, more efficient circulation, being better able to exercise and so having leaner bodies.)
- Suggest that sometimes people do not want to recognise that advice they are given on keeping healthy is correct, e.g. many people who know the risks of smoking or drinking too much don't cut their consumption and lots of people do no exercise at all.
- Ask children how scientists might be able to better persuade people of health messages, e.g. research studies with strong evidence of outcomes.
- *Where can we find the evidence to support the ideas of keeping healthy and heart health?* (Reputable books and websites)
- Ask children to do some research on healthy living and heart health and to write a section of a guide to leading a healthy lifestyle. Ensure children have access to the internet and library resources in the classroom. Ask them to concentrate on keeping the heart healthy and to suggest reasons why this might impact on overall health.

	Knowledge	Working Scientifically
Exceeding ARE	Able to recognise the interdependent nature of the different systems of the body. Able to describe and explain the function of the heart and circulatory system in detail, e.g. that blood picks up oxygen from the lungs and transports it through blood vessels to all of our organs. Able to link the function of the heart and the circulatory system to overall health. Able to recognise the impact of diet, exercise and drugs on the way their bodies function and able to communicate this in a number of different ways.	Able to draw conclusions from data they have collected through investigations and research, and evaluate the value of this. Be able to identify and offer explanations for anomalous results that they find in the data from secondary sources.
On track for ARE	Able to identify the main parts of the human circulatory system and able to describe the functions of the heart, blood vessels and blood. Able to describe how water and nutrients are transported throughout the body and know the effect of exercise on pulse rates. Able to recognise the impact of diet, exercise and drugs on the way their bodies function and able to communicate this information in a number of different ways.	Identify patterns that might be found in the natural environment, e.g. between exercise and pulse rate. Look for different causal relationships in their data and identify evidence that refutes or supports their ideas. Recognise when evidence supports or does not support an idea. Identify scientific evidence that has been used to support or refute ideas or arguments.
Working towards ARE	Understand that blood circulates through the human body and is pumped by the heart. Recognise that they need a balance of food and exercise to stay healthy. Able to understand that alcohol, tobacco and drugs can have a detrimental effect on their health.	Use information from secondary sources to help answer a question. Identify relevant evidence used to draw conclusions. Use straightforward scientific evidence to answer questions or to support their findings.

N.B. Any children not hitting *working towards ARE* should come under *below ARE* when recording attainment in Active Learn Primary.