



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

**Curriculum Map: Science Year 6**

	<b>Electricity</b>	<b>Evolution and Inheritance</b>	<b>Living things and their habitats</b>	<b>Animals including humans – circulation and exercise</b>	<b>Light</b>
<b>Content</b> Declarative Knowledge 'I know'	*associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit *compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches *use recognised symbols when representing a simple circuit in a diagram.	*recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago *recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents *identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	*describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals *give reasons for classifying plants and animals based on specific characteristics.	*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.	*recognise that light appears to travel in straight lines *use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye *explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes *use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
<b>Skills</b> Procedural Knowledge 'I know how to'	<b>Plan</b> *Plan different types of scientific enquiries to answer questions *Recognise and control variables where necessary <b>Do</b> *Use a range of scientific equipment to take measurements *Take measurements with increasing accuracy and precision Take repeat readings when appropriate <b>Record</b> *Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar charts and line graphs <b>Review</b> *Report and present findings from enquiries, including conclusions and causal relationships *Report and presents findings from enquiries in oral and written forms such as displays and other presentation *Report and present findings from enquiries, including explanations of, and degree				

	of, trust in results *Identify scientific evidence that has been used to support or refute ideas or arguments *Use test results to make predictions to set up further comparative and fair tests				
<b>Vocabulary</b>	Electricity, appliance, device, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive, negative, terminal, connection, short circuit, wire, crocodile clip, bulb, bright/dim, switch, buzzer, volume, motor, conductor, insulator, voltage, current, resistance,	Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics	Organism, micro-organism, fungus, mushrooms, classification keys, environment, fish, amphibians, reptiles, birds, mammals, vertebrates, invertebrates, name some of these, arachnid, mollusc, insect, crustacean	Circulatory system, heart, blood, blood vessels, pumps, oxygen, carbon dioxide, lungs, nutrients, water, diet, exercise, drugs, lifestyle, evolution, suited/suitable, adapted, adaptation, offspring, reproduction, variation, inherit, inheritance, fossils	Light, light source, darkness, reflect, reflective, shadow, block, absorb, direction, transparent, opaque, translucent
	Previous vocab plus opinion/fact, confidently name scientific enquiry types				
<b>Key Questions</b>	How can we alter the brightness of a bulb/the volume of a buzzer? How can we use symbols to represent circuits?	What are fossils? How are animals adapted for their environment? How are offspring similar/different to their biological parents?	How can we classify living things?	What are the main parts of the human circulatory system? How are nutrients and water transported in our bodies? What impacts on how our body functions (drugs, exercise, diet and lifestyle)?	How does light travel? How are shadows formed?
<b>Assessment</b>	Assessment on Insight every term as well as lesson by lesson observations based on knowledge, skills and key questions outlined above Peer and self-assessment opportunities Option to use White Rose End of Block assessments at teacher's discretion				
<b>Cross Curricular Links/Character Education</b>	Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together	Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together DT - levers and pulleys PSHE – changing me units	Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together	Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together DT - levers and pulleys PE – effect of exercise PSHE – Healthy me units	Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together DT - levers and pulleys

