The Piggott School: Charvil Primary



'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

	Evolution and	Electricity	Living things and their	Animals including	Light	Looking after our
	Inheritance		habitats	humans		environment
Content	* Understand how	* Describe the parts of	* Classify living	* Understand the	* Explain how light	Linked to DFE's
Declarative	offspring vary and are	an electric circuit.	organisms.	function of the heart	travels.	sustainability
Knowledge 'I	not identical to their	* Know what voltage is	* Understand the	and its role in the	* Explain reflection	curriculum.
know'	parents.	and its effect on an	kingdoms of life.	circulatory system.	and how it can be used	*Know about climate
	* Know about animal	electric circuit.	* Classify living things	* Know about blood	to help us see.	change.
	adaptations	* Correct problems in	using the Linnean	* Identify and compare	* Know how shadows	* Know ways to reduce
	* Know about plant	a circuit.	system.	blood vessels.	can change	how much rubbish this
	adaptations	* Know what affects	* Identify the	* Know how the body	* Explain why shadows	sent to landfill.
	* Know what we can	the output of a circuit.	characteristics of	transports water and	have the same shape	* Know ways to reduce
	learn from fossils	* Know what	different types of	nutrients.	as the object that cast	energy consumption.
	* Know about the	conductors and	microorganism.	* Know what affects	them.	* Know what happens
	theory of evolution.	insulators are.	* Know about asexual	your heart rate.	* Know how we see	when fuels are burnt
	* Know about human		reproduction through	* Know about the	objects	* Know the outcomes
	evolution		spore dispersal.	impact of drugs and		of COP 26.
			* Classify and describe	alcohol on the body.		
			a living organism.			
Skills	* Report and present	* Record data and	* Record data and	* Record data and	* Record data and	* Record data and
Procedural	findings from inquiries,	results of increasing	results of increasing	results of increasing	results of increasing	results of increasing
Knowledge 'I	including conclusions,	complexity using	complexity using	complexity using	complexity using	complexity using
know how to'	causal relationships,	scientific diagrams and	scientific diagrams and	scientific diagrams and	scientific diagrams and	scientific diagrams and
	and explanations of a	labels, classification	labels, classification	labels, classification	labels, classification	labels, classification
	degree of trust in	keys, tables, scatter	keys, tables, scatter	keys, tables, scatter	keys, tables, scatter	keys, tables, scatter
	results, in oral and	graphs, bar and line	graphs, bar and line	graphs, bar and line	graphs, bar and line	graphs, bar and line
	written forms such as	graphs.	graphs.	graphs.	graphs.	graphs.

displays and other	* Plan different types	* identify scientific	* Take measurements,	* identify scientific	* Report and present
presentations.	of scientific enquiries	evidence that has	using a range of	evidence that has	findings from inquiries,
* identify scientific	to answer questions,	been used to support	scientific equipment,	been used to support	including conclusions,
evidence that has	including recognising	or refute ideas or	with increasing	or refute ideas or	causal relationships,
been used to support	and controlling	arguments.	accuracy and	arguments.	and explanations of a
or refute ideas or	variables where	* Plan different types	precision, taking	* Plan different types	degree of trust in
arguments.	necessary.	of scientific enquiries	repeat readings when	of scientific enquiries	results, in oral and
	* Report and present	to answer questions,	appropriate.	to answer questions,	written forms such as
	findings from inquiries,	including recognising	* Record data and	including recognising	displays and other
	including conclusions,	and controlling	results of increasing	and controlling	presentations.
	causal relationships,	variables where	complexity using	variables where	* identify scientific
	and explanations of a	necessary.	scientific diagrams and	necessary.	evidence that has
	degree of trust in	* Take measurements,	labels, classification	* Report and present	been used to support
	results, in oral and	using a range of	keys, tables, scatter	findings from inquiries,	or refute ideas or
	written forms such as	scientific equipment,	graphs, bar and line	including conclusions,	arguments.
	displays and other	with increasing	graphs.	causal relationships,	* Use test results to
	presentations.	accuracy and	* identify scientific	and explanations of a	make predictions to
	* Use test results to	precision, taking	evidence that has	degree of trust in	set up further
	make predictions to	repeat readings when	been used to support	results, in oral and	comparative and fair
	set up further	appropriate.	or refute ideas or	written forms such as	tests.
	comparative and fair	* Report and present	arguments.	displays and other	
	tests.	findings from inquiries,	* Plan different types	presentations.	
	* Take measurements,	including conclusions,	of scientific enquiries		
	using a range of	causal relationships,	to answer questions,		
	scientific equipment,	and explanations of a	including recognising		
	with increasing	degree of trust in	and controlling		
	accuracy and	results, in oral and	variables where		
	precision, taking	written forms such as	necessary.		
	repeat readings when	displays and other	* Report and present		
	appropriate.	presentations.	findings from inquiries,		
			including conclusions,		
			causal relationships,		
			and explanations of a		
			degree of trust in		
			results, in oral and		
			written forms such as		

				displays and other		
				presentations.		
Vocabulary	offspring, characteristic, inherit, variation, environmental, adaptation, habitat, climate, nutrition, feature, nutrients, epiphytes, toxic, predators, pollinate, fossil, palaeontologist, evolved. extinct, natural selection, theory, ancestor, tools, primate, Homo sapien, Neanderthal	Symbol, circuit, circuit diagram, battery, wires, electricity, current, voltage, voltmeter, brightness, blown, resistor, variable resistor, LED, dimmer switch, output, variable, fair test, control test, systematically., synchronised, traffic light, signal, sensor, time- based, closed electric circuit, indicating, conductor, insulator	Classify, microorganism, Fern, living Organism, conifer, Kingdom, cell, multicellular., unicellular, classification, species, domain, microorganism, bacteria, fungi, virus, protozoa, plant, microscopic, mycelium, ecosystem, classify, microorganism, living organism, habitat, reproduction.	presentations. Circulatory system, atrium, ventricle, vessel, valves, artery, vein, capillary, microscope from a blood, plasma, platelet, white blood cell, red blood c Just take life. Plastic bag around enough. Line yeah, the community time and do that.ell, absorb, diffusion, osmosis, concentration, nutrients, diet, exercise, heart rate, BPM, pulse, drug, painkiller, stimulant, depressant, hallucinogens.	light, eye, light source, symbol, scientific diagram, Reflected, prediction, fair test, variable, table, Periscope, angle, mirror, line of sight, utilise, shadow, block, opaque, transparent, translucent, plan, sun shade, real life problem, rotate, direction, optical, phenomena, disperse, spectrum, refraction.	Weather, climate, prevent, global warming, climate change, recycle, landfill, rubbish, bio degrade, council common net zero, renewable, non- renewable common greenhouse gases, emissions, industrial Revolution, fossil fuel, coal, combustion, fuel., sustainability, conference, pledge, subsidy, species, sensitive, natural disaster, habitat, vulnerable.
Key Questions	What are fossils? How are animals adapted for their environment? How are offspring similar/different to their biological parents?	How can we alter the brightness of a bulb/the volume of a buzzer? How can we use symbols to represent circuits?	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?	What makes a material sustainable? What are the main threats to our planet from materials? What alternative materials would be suitable and more sustainable?
Assessment	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 Developing Experts End of Block assessments at teacher's discretion					

Cross Curricular	Spiritual – learning	Spiritual – learning	Spiritual – learning	Spiritual – learning	Spiritual – learning	Spiritual – learning
Links/Character	about the world	about the world	about the world	about the world	about the world	about the world
Education	around them and	around them and	around them and	around them and	around them and	around them and
	reflecting on	reflecting on	reflecting on	reflecting on	reflecting on	reflecting on
	experiences. Social –	experiences. Social –	experiences. Social –	experiences. Social –	experiences. Social –	experiences. Social –
	cooperating and	cooperating and	cooperating and	cooperating and	cooperating and	cooperating and
	working together	working together	working together	working together	working together	working together
		Cultural – link with		PE – effect of exercise		Geography – Global
		Christmas decorations		PSHE – Healthy me		issues.
		and traditions		units		