



'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>Evolution and Inheritance</b>	<b>Electricity</b>	<b>Living things and their habitats</b>	<b>Animals including humans</b>	<b>Light</b>	<b>Looking after our environment</b>
<b>Content</b> Declarative Knowledge 'I know'	<ul style="list-style-type: none"> <li>* Understand how offspring vary and are not identical to their parents.</li> <li>* Know about animal adaptations</li> <li>* Know about plant adaptations</li> <li>* Know what we can learn from fossils</li> <li>* Know about the theory of evolution.</li> <li>* Know about human evolution</li> </ul>	<ul style="list-style-type: none"> <li>* Describe the parts of an electric circuit.</li> <li>* Know what voltage is and its effect on an electric circuit.</li> <li>* Correct problems in a circuit.</li> <li>* Know what affects the output of a circuit.</li> <li>* Know what conductors and insulators are.</li> </ul>	<ul style="list-style-type: none"> <li>* Classify living organisms.</li> <li>* Understand the kingdoms of life.</li> <li>* Classify living things using the Linnean system.</li> <li>* Identify the characteristics of different types of microorganism.</li> <li>* Know about asexual reproduction through spore dispersal.</li> <li>* Classify and describe a living organism.</li> </ul>	<ul style="list-style-type: none"> <li>* Understand the function of the heart and its role in the circulatory system.</li> <li>* Know about blood</li> <li>* Identify and compare blood vessels.</li> <li>* Know how the body transports water and nutrients.</li> <li>* Know what affects your heart rate.</li> <li>* Know about the impact of drugs and alcohol on the body.</li> </ul>	<ul style="list-style-type: none"> <li>* Explain how light travels.</li> <li>* Explain reflection and how it can be used to help us see.</li> <li>* Know how shadows can change</li> <li>* Explain why shadows have the same shape as the object that cast them.</li> <li>* Know how we see objects</li> </ul>	<p><b>Linked to DFE's sustainability curriculum.</b></p> <ul style="list-style-type: none"> <li>* Know about climate change.</li> <li>* Know ways to reduce how much rubbish this sent to landfill.</li> <li>* Know ways to reduce energy consumption.</li> <li>* Know what happens when fuels are burnt</li> <li>* Know the outcomes of COP 26.</li> </ul>
<b>Skills</b> Procedural Knowledge 'I know how to'	<ul style="list-style-type: none"> <li>* Report and present findings from inquiries, including conclusions, causal relationships, and explanations of a degree of trust in results, in oral and written forms such as</li> </ul>	<ul style="list-style-type: none"> <li>* Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> </ul>	<ul style="list-style-type: none"> <li>* Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> </ul>	<ul style="list-style-type: none"> <li>* Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> </ul>	<ul style="list-style-type: none"> <li>* Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> </ul>	<ul style="list-style-type: none"> <li>* Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> </ul>

	<p>displays and other presentations.  * identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>* Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  * Report and present 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.  * Use test results to make predictions to set up further comparative and fair tests.  * Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>	<p>* identify scientific evidence that has been used to support or refute ideas or arguments.  * Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  * Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.  * Report and present 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.</p>	<p>* Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.  * Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  * identify scientific evidence that has been used to support or refute ideas or arguments.  * Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  * Report and present findings from inquiries, including conclusions, causal relationships, and explanations of a degree of trust in results, in oral and written forms such as</p>	<p>* identify scientific evidence that has been used to support or refute ideas or arguments.  * Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  * Report and present 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.</p>	<p>* Report and present 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.  * 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.</p>
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				displays and other presentations.		
<b>Vocabulary</b>	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.	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.
<b>Key Questions</b>	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?
<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 Developing Experts 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 Cultural – link with Christmas decorations and traditions	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 PE – effect of exercise PSHE – Healthy 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 Geography – Global issues.
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