

### Linking Science Topics with National Curriculum Content- Year 6

Term	Topic	National Curriculum Knowledge Content	National Curriculum Working Scientifically Skills
Autumn 1	Evolution	<p>Recognise that living things have changed over time and that fossils provide information and living things that inhabited the earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>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</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>
Autumn 2	Classifying Living Things	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p>Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeated measurements where appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classifications keys, tables, scatter graphs, bars and line graphs</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Use test results to make predictions to set up further comparative and fair tests</p>
Spring	Our Bodies	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeated measurements where appropriate</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>
Summer 1	Electrical Circuits	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit diagram</p>	<p>Record data and results of increasing complexity using scientific diagrams and labels, classifications keys, tables, scatter graphs, bars and line graphs</p> <p>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</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Report and present findings from enquiries, including conclusions, causal</p>

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Summer 2	Light	<p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects can be seen because they give out or reflect light into the eye</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them</p>	<p>Record data and results of increasing complexity using scientific diagrams and labels, classifications keys, tables, scatter graphs, bars and line graphs</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeated measurements where appropriate</p>
	Our Bodies	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>Identify scientific evidence that has been used to support or refute ideas or arguments</p>