**Knowledge, Skills & Understanding Progression-Year 6 Science**

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| **National Curriculum Requirements of Science KS2- Upper** | | | | |
| The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. ‘Working and thinking scientifically’ is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read, spell and pronounce scientific vocabulary correctly.  **Working Scientifically**  During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:  • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  • using test results to make predictions to set up further comparative and fair tests  • reporting and presenting 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  • identifying scientific evidence that has been used to support or refute ideas or arguments | | | | |
| **Skill** | **Objective** | **Term 1** | **Term 2** | **Term 3** |
| **All living things**  **‘Classifying critters’** | * 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. |  | **√** |  |
| **Animals, including humans**  **‘Staying alive’** | * 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. * To describe the ways in which nutrients and water are transported within animals, including humans. |  | **√** |  |
| **Evolution and inheritance**  **‘We’re evolving’** | * 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. |  |  | **√** |
| **Light**  **‘Let it shine’** | * 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 object s 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. | **√** |  |  |
| **Electricity**  **‘Electrifying!’** | * 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. | **√** |  |  |
| **Super Science Topic**  **(This unit supports the working scientifically skills and links to evolution and inheritance.)**  **‘We are dinosaur hunters’** |  |  |  | **√** |