

Year 6 Progression Document (Knowledge and Working Scientifically)

Year 6		
Autumn 1	Spring 1	Summer 1
<p>Biology – Animals including Humans</p> <ul style="list-style-type: none"> To identify and name the main parts of the circulatory system. To describe the functions of the heart, blood vessels and blood. To recognise the impact of drugs on the way their body functions. To recognise the impact of diet and lifestyle on the body. To describe the ways in which nutrients and water are transported within animals including humans. <p>To explore the effects exercise has on the body (2 lessons)</p>	<p>Physics – Electricity</p> <ul style="list-style-type: none"> To use recognised symbols when representing a simple circuit diagram. To revise how to build a simple circuit To investigate variations in the brightness of a bulb, the loudness of a buzzer and the position of the on/off switch. To investigate the brightness of a bulb or volume of a buzzer. 	<p>Science covered through SRE in PSHE curriculum:</p> <ul style="list-style-type: none"> Puberty What is Sexual Intercourse? How is a baby made? Pregnancy
Autumn 2	Spring 2	Summer 2
<p>Biology – Evolution and Inheritance</p> <ul style="list-style-type: none"> To recognise and understand that living things produce offspring. To recognise and understand inherited characteristics. To identify how animals are adapted to suit their environment. To identify how plants are adapted to suit their environment. To explore how adaptation may have led to evolution. To recognise that fossils provide information about living things from the past. 	<p>Biology – Living Things and Habitat</p> <ul style="list-style-type: none"> To understand that living things can be classified into microorganisms, plants and animals based on their characteristics. To justify the classification of animals based on specific characteristics (vertebrates and invertebrates) To justify the classification of plants based on specific characteristics. To understand microorganisms. To investigate microorganism (2 lessons) To understand the significance of the work of Carl Linnaeus. 	<p>Time available for enhanced transition and end of year production.</p>

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UKS2 Working Scientifically						
N.C Objective	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<i>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</i>	<ul style="list-style-type: none"> Materials Forces 	<ul style="list-style-type: none"> Light 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Animals including Humans 	<ul style="list-style-type: none"> Electricity 	<ul style="list-style-type: none"> Living Things and Habitats
<i>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</i>	<ul style="list-style-type: none"> Forces 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Living Things and Habitats 	<ul style="list-style-type: none"> Animals Including Humans 	<ul style="list-style-type: none"> Electricity 	<ul style="list-style-type: none">
<i>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i>	<ul style="list-style-type: none"> Materials 	<ul style="list-style-type: none"> Light 	<ul style="list-style-type: none"> Living Things and Habitats 	<ul style="list-style-type: none"> Animals including Humans 	<ul style="list-style-type: none"> Electricity 	<ul style="list-style-type: none"> Living Things and Habitats
<i>using test results to make predictions to set up further comparative and fair tests</i>	<ul style="list-style-type: none"> Materials Forces 	<ul style="list-style-type: none"> Light 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Electricity 	<ul style="list-style-type: none"> Living Things and Habitats
<i>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</i>	<ul style="list-style-type: none"> Materials Forces 	<ul style="list-style-type: none"> Light 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Animals including Humans 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Living Things and Habitats
<i>identifying scientific evidence that has been used to support or refute ideas or arguments.</i>	<ul style="list-style-type: none"> Materials Forces 	<ul style="list-style-type: none"> Earth and Space 	<ul style="list-style-type: none"> Light 	<ul style="list-style-type: none"> Evolution and Inheritance 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">