Peel Hall Primary School
Science Year 6 Overview

National Curriculum Working Scientifically UKS2	Peel Hall Specific Working Scientifically Year 6				
	Planning	**Investigating and Observing**	**Identifying, Classifying and Recording**	**Concluding**	**Evaluating**
• Plan different types of scientific enquiries to answer questions , including recognising and controlling variables were 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 test • 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 • Identify scientific evidence that has been used to support or refute ideas or arguments.	• Raise different types of scientific questions and select the most appropriate line of enquiry to investigate.	• Select and plan the most suitable line of enquiry, explaining which variables need to be controlled and why, in a variety of comparative and fair tests. • Use test results and observations to make predictions or set up further comparative or fair tests. • Choose the most appropriate equipment in order to take measurements, explaining how to use it accurately. • Decide how long to take measurements for, checking results with additional readings where necessary.	• Identify and explain patterns seen in the natural environment • Choose the most effective approach to gather, record and report results, linking to mathematical knowledge.	• Identify validity of conclusion and required improvement to methodology	• Identify and explain causal relationships in data. • Identify evidence that supports or disproves their findings, selecting facts from opinion.

Animals including Humans	Living Things and their Habitats	Scientists and Inventors
• Identify and name the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals including humans.	• Describe how living things are classified into broad groups according to common observable characteristic and based on similarities • or differences, including microorganisms, plants and animals. • Give reasons for classifying plants and animals based of scientific characteristics.	• Research and learn about the lives and work of prominent scientists in history. Linking to topics related to botany, evolutionists, physicians, conversationalists, biologists, naturalists, mathematicians and engineers.

Evolution and Inheritance	Light	Electricity
• 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.	• 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 reflects light into the eye	• Associate brightness of a lap or volume of a buzzer with the number and voltage of cells used in the circuit • Compare and give reasons for variation in how components functions, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

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• Identify how animals and plants are adapted to suit their environment in different way sand that adaptation may lead to evolution	• 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 • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	• Use recognised symbols when representing a simple circuit in a diagram.