



Year 6 Science Subject Map



Light	Electricity	Animals Including Humans	Evolution	Living Things and Their Habitats	Living Things
-------	-------------	--------------------------	-----------	----------------------------------	---------------

DRIVER WORDS

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Observe, Ask questions, Name,	Sort, Record, Label, Describe, Compare	Identify, Explore, Observe, Understand, Find out, Recognise	Enquire, Gather, Classify, Present, Draw conclusions, Identify differences and similarities, Find and use evidence, Investigate , Predict	Measure, Use scientific language, Find patterns, Construct, Interpret, Research, Associate	Plan, Report, Use our knowledge, Give reasons, Demonstrate, Explain	Use evidence, Conclude

WORKING SCIENTIFICALLY AGE RELATED EXPECTATIONS

- 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, taking repeat readings where necessary.
- Record** data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use test results to **make predictions** to set up further **comparative** and fair tests.
- Report** and **present findings** from enquiries in oral and written forms, such as displays or presentations. This includes drawing conclusions and **explaining** how things happen and how results can be trusted.
- Identify scientific evidence** that has been used to support or refute ideas of arguments.

SCIENTIFIC VOCABULARY

anomalous, answer, biologist, biology, change, characteristics, chart, chemist, chemistry, classify, compare, conclusion, contrast, criteria, data, **dependent/independent**, diagram, discuss, effect, evaluate, evidence, experiment, fair test, forces, growth, **hypothesis**, identify, investigate, materials, measure, move, observe, physicist, physics, predict, pull, push, question, record, research, **results**, scientist, seasons, sort, surface, **systematic**, table, test, temperature, **theorise**, theory, time, **variables**, working scientifically

UNIT RELATED EXPECTATIONS

LIVING THINGS AND THEIR HABITATS

- 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.
- Give reasons** for **classifying** plants and animals based on specific characteristics.

ANIMALS INCLUDING HUMANS

- 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.
- Describe** the ways in which nutrients and water are transported within animals, including humans.

EVOLUTION AND INHERITANCE

- 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.

LIGHT

- 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 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.

ELECTRICITY

- 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.