




Year Six		Intent	Implementation	Impact
		<p>It is our intention all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Scientific vocabulary will be embedded within a broad and balanced curriculum.</p>	<p>In ensuring high standards of teaching and learning in science, we implement a curriculum that is progressive throughout the whole school. The school gives full coverage of, 'The National Curriculum programmes of study and 'Understanding of the World' in the EYFS. Teachers will build on our children's natural curiosity developing a scientific approach to problems. We promote the skills of investigation, observing, predicting, experimenting, communicating, interpreting, explaining and evaluating and develop the use of scientific language, recording and techniques.</p>	<p>The impact and measure of this is to ensure children not only acquire the appropriate age related knowledge linked to the science curriculum, but also skills which equip them to progress from their age related starting points, and within their everyday lives.</p>
Living things and their habitats	Animals including humans	Evolution and Inheritance	Light	Electricity
I can 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.	I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	I can discover and experiment with light, discovering that it appears to travel in straight lines.	I can discuss why the brightness of a lamp or the volume of a buzzer is connected with the number and voltage of cells used in the circuit.
I can give reasons for classifying plants and animals based on specific characteristics.	I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	I can recognise that living things produce offspring that vary and are not identical to their parents.	I can explain why objects are seen by the eyes.	I can compare and give reasons for variations in how components function.



I can find out about significant work of key scientists in this field.	I can describe the ways in which nutrients and water are transported within animals, including humans.	I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	I can 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.	I can represent a simple circuit in a diagram using recognised symbols.
	I can explore the work of scientists and scientific research linked to diet, exercise and health.	I can find out about the work of the palaeontologist Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.	I can explain why shadows have the same shape as the objects that cast them.	I can work scientifically to identify the effect of changing one component at a time in a circuit.
<div data-bbox="172 834 416 1225" data-label="Image"></div> <p>Upper Key Stage Two Year Six</p> <p>Upper Key Stage 2 National Curriculum Aims</p> <p>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:</p> <ul style="list-style-type: none"> • 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. 				



St John Vianney Catholic Primary School

'Achieving Together in Faith'

