Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools

SCIENCE
PROGRESSION MAP

Year 6			
	AUTUMN TERM	**SPRING TERM**	**SUMMER TERM**
	'Classifying Living Things' **Living Things & their Habitats** **'Healthy Bodies'** **Animals including Humans**	**Evolution & Inheritance** **'Let it Shine'** **Light**	**Electricity**
Domain	Progression Statement		
Biology	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. 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	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	

Physics		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	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a 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
Chemistry			
Working Scientifically	Plan different types of scientific enquiries to answer questions Recognise and control variables where necessary Take measurements using a range of scientific equipment Take measurements with increasing accuracy and precision Take repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts Record data and results of increasing complexity using line graphs Report and present findings from enquiries, including conclusions and causal relationships Report and presents findings from enquiries in oral and written forms such as displays and other presentation Report and present findings from enquiries, including explanations of, and degree of, trust in results Identify scientific evidence that has been used to support or refute ideas or arguments Use test results to make predictions to set up further comparative and fair tests		

Year group long-term overview (with statutory requirements) and subject progression map (above) to be used together to inform medium term planning.