

# Science Year 6

Light	Electricity	Inheritance and Evolution	Animals including Humans	Living Things and Their Habitats
<ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines;</li> <li>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;</li> <li>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;</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>Key Scientists: Galileo Galilee/ Leonardo Da Vinci</b></p>	<ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram</li> </ul> <p><b>Key Scientist: Alan Turing</b></p>	<ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> </ul> <p><b>Key Scientist: Charles Darwin</b></p>	<ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>describe how living things are classified into broad groups</li> <li>according to common observable characteristics and based on</li> <li>similarities and differences, including micro-organisms, plants and animals;</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul>

**Skill: : Children should select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time; noticing patterns; grouping and classifying things; carrying out fair tests; finding things out using a wide range of secondary sources of information); use results to raise further questions; use test results to make predictions to set up further comparative and fair tests; recognise and control variables where necessary; take measurements, using a range of scientific equipment with increasing accuracy and precision; record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs and models; report and present findings from enquiries, including conclusions, causal relationships and explanations of results in written forms; identify scientific evidence that has been used to support or refute ideas or arguments.**