

Upper Key Stage Two Curriculum Map Identifying coverage across all units in Science

	Identifying coverage across all units	Year 5						Year 6					
Areas	National Curriculum Coverage	Forces	Earth and Space	Materials	Life cycles		Alfred Wallace	WW2	Human body	Light	Analysing market research	Electricity	
Working Scientifically	* 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 Year 5												
	* describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird												
	describe the life process of reproduction in some plants and animals.												
Living Things & Their Habitat	Year 6												
men nabitat	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	Year 5												
	& describe the changes as humans develop to old age												
	Year 6												
	♣ 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.												
Year 5 Properties and Changes of Materials	* compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets												
	* know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution												
	use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating												



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	give reasons, based on evidence from comparative and fair								
	tests, for the particular uses of everyday materials, including								
	metals, wood and plastic								
	demonstrate that dissolving, mixing and changes of state								
	are reversible changes								
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	* explain that some changes result in the formation of new								
	materials, and that this kind of change is not usually								
	reversible, including changes associated with burning and								
	the action of acid on bicarbonate of soda								
	describe the movement of the Earth, and other planets,								
	relative to the Sun in the solar system								
	describe the movement of the Moon relative to the Earth								
Year 5 Earth									
and Space	describe the Sun, Earth and Moon as approximately								
	spherical bodies								
	use the idea of the Earth's rotation to explain day and								
	night and the apparent movement of the sun across the sky.								
	* explain that unsupported objects fall towards the Earth								
	because of the force of gravity acting between the Earth and								
	the falling object								
Year 5 Forces	* identify the effects of air resistance, water resistance and								
	friction, that act between moving surfaces								
	* recognise that some mechanisms, including levers, pulleys								
	and gears, allow a smaller force to have a greater effect								
	recognise that living things have changed over time and								
	that fossils provide information about living things that								
	inhabited the Earth millions of years ago								
Year 6	* recognise that living things produce offspring of the same								
Evolution & Inheritance	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								
	* recognise that light appears to travel in straight lines								
Year 6 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.					<u> </u>			
Year 6 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.								
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