

**YEAR SIX New National Curriculum 2015 at West Park School**

Year SIX		Science, Geography, History		Provision Audit across the Year/Key Stage		
Autumn		Spring	Summer	Science	Geography	History
<p><b>Evolution</b></p> <p>Sc6/2.3 Evolution Sc6/3.2a Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Sc6/3.2b Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Sc6/3.2c Identify how animals and plants are adapted to suit their environment on different ways and that adaptation may lead to evolution</p> <p>Sc6/2.1 Living Things and their habitats Sc6/2.1a 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 Sc6/2.1b Give reasons for classifying plants and animals based on specific characteristics</p> <p><b>Bullets, Bombs and Bunting</b> Hi2/2.2 Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends</p>		<p><b>Extreme Limits</b></p> <p>Sc6/1.2 Taking measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p>Sc6/2.2 Animals including humans Sc6/2.2a Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Sc6/2.2b Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Sc6/2.2c Describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Ge2/1.1 Locational Knowledge Ge2/1.1a Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Ge2/1.1b Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key</p>	<p><b>Full of Beans</b></p> <p>Hi2/2.5 Non-European Study Pupils should be taught about a non-European society that provides contrasts with British history – one study chosen from:</p> <ul style="list-style-type: none"> <li>early Islamic civilization, including a study of Baghdad c. AD 900</li> <li>Mayan civilization c. AD 900</li> <li>Benin (West Africa) c. AD 900-1300</li> </ul> <p><b>Bravo to the Bard</b></p> <p>Hi2/2.2 Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>For example: the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of</i></p>	<p><b>Living Things and their Habitats</b></p> <p>Pupils should be taught to: 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.</p> <p><b>Animals, including humans –</b> Pupils should be taught to: 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.</p> <p><b>Evolution and Inheritance –</b> Pupils should be taught to: 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.</p>	<p><b>Across Year 3 – 6 Children should be taught about</b></p> <p><b>Locational knowledge</b> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or</p>	<p><b>Across Year 3 – 6 Children should be taught about</b></p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A local history study</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization,</p>

	<p>pupils' chronological knowledge beyond 1066 To understand how Sussex was affected by WWII. To understand how lives in Britain were affected by WWII. To study significant turning point in British history, e.g. the Battle of Britain</p>	<p>topographical features (including hill, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Ge2/1.1c Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Bright Sparks</b></p> <p>Sc6/4.2 Electricity Sc6/4.2a Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Sc6/4.2b 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</p> <p>Sc6/4.1 Light Sc6/4.1a Recognise that light appears to travel in straight lines Sc6/4.1b 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 Sc6/4.1c 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</p>	<p><i>Britain</i></p>	<p><b>Light –</b> Pupils should be taught to: 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.</p> <p><b>Electricity –</b> Pupils should be taught to: 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.</p>	<p>South America <b>Human and physical geography</b> <b>Describe and understand key aspects of:</b> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <b>Human geography, including:</b> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
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