

St Barnabas C of E Primary School

Component Knowledge Y6

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History	Bristol Slave Trade – Colston - Understand how Bristol has developed - Explain significant individuals and their impact in Bristol - Understand the Bristol trade triangle - Understand how slave trade was abolished - Understand how Colston impacted Bristol - Black Lives Matter	World War II - Know who World War II was fought between - When and where did World War II take place - Know the key events and impact of the Battle of Britain and the Blitz - Understand the role of Bletchley Park - Know that the home front played a vital role - Enquiry – second world war - photographs		The Space Race - Understand that there was a war where no fighting happened - Understand that the space race was between the soviet union and the USA - Identify significant individuals involved in the Space Race		
Geography	Spatial Sense - Know that lines of longitude and latitude divide the world into sections - The arctic and Antarctic circles are regions close to the Earth's poles - To understand how the world is divided into 24 hourly time zones - Understand that map projection is a method that involves our round earth on a flat piece of paper - Maps can help us to understand data about places, people and the		North America – focus on Alaska - Locate North America and some countries within it - Understand the different biomes within North America - Rivers within North America - Cities within North America - Comparison – Alaska and London	Globalisation and World Trade including Africa - Know what is meant by the term globalisation - Understand positives and negatives of economic globalisation - Understand how cultural globalisation has spread messages globally - Advantages and disadvantages of globalisation	British Geographical Issues - Understand what is meant by pollution - Can cause allergies and diseases - Government has clean air strategies - Look at the clean air strategy of Bristol - Climate change – extreme weather and	

	environment – GDP, life expectancy, food distribution.					flooding in the UK • Many are located on water fronts • Refer back to early 2020 • Producing waste – recycling, landfill • Litter – environmental damage, pollution Local case study – understand how Bristol is responding to climate change (locate areas of high pollution)
Science NC ob	Living Things and their Habitats • 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	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	Animals including Humans • 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	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		Evolution – Charles Darwin, Galapagos Island • 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,

		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	their bodies function • describe the ways in which nutrients and water are transported within animals, including humans	loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram		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
Small steps	• sort animals into groups using different criteria – nutrition, animal group, vertebrate/invertebrate etc • use a classification key to identify animals and create a key using yes/no questions • select criteria to use to sort plants into groups – research a range of plants and sort them based on characteristics • explain that microorganisms are living things – investigation to prove that yeast respire • name the five main groups scientists use to classify microorganisms and give example of some of the	• identify light sources and explain how light travels in straight lines • identify reflective materials and understand how light is reflected – which would make good reflectors based on their properties? • Name and label parts of the eye and talk about their function with seeing • Planned a fair investigation – how do shadows	• Name the main parts of the human circulatory system and how it works • Name the main parts of the heart and explain how the heart pumps blood around the body • Investigate different activities and the effect it has on their heart rate • Describe how water and nutrients are transported in humans	• Construct and draw a variety of circuits using scientific symbols to represent each component – will a circuit work or not? • Conduct an investigation to discover the effect that increasing the voltage in a circuit has on the brightness of a bulb • Plan and conduct a fair test investigation to determine variations in how components		• Explain what adaptation is – how are cacti adapted to live in hot/dry conditions? • Explain how animals are adapted to their environment • Explain what natural selection is using the peppered moth and how this leads to species changing in order to survive • Investigate – which beak is better

	characteristics of each groups • explain who Carl Linnaeus was and why he was a significant scientist	change during the day? • Explore reflection and refraction – investigate why objects in water appear to look bent • Draw a diagram to show the path of reflected light - mirrors	• Explain the factors in having a healthy lifestyle • Determine factors that can damage our health	function in a circuit • Write a conclusion • Understand the terms renewable and non-renewable energy		adopted to pick up each seed? • Explain the genetic traits passed on from parents to offspring – characteristics that can be inherited and which cannot • Explain how fossils tell us about evolution
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