



St Leo's and Southmead
Catholic Nursery and Primary
School

Year
Six

Science Knowledge Organiser

Autumn
Term

Amazing Activities

Create magical room which is lit up with lights made. Children read stories in this room to pupils from the Reception class

Curriculum Links

DT - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; understand and use electrical systems in their products

Key Vocabulary

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circuit	A path that an electrical current can flow around.
symbol	A visual picture that stands for something else.
cell/battery	A device that stores energy as a chemical until it is needed. A cell is a single unit. A battery is a collection of cells .
current	The flow of electrons , measured in amps .
amps	How electric current is measured.
voltage	The force that makes the electric current move through the wires. The greater the voltage , the more current will flow.
resistance	The difficulty that the electric current has when flowing around a circuit .
electrons	Very small particles that travel around an electrical circuit .

Electricity

Key Concepts

Recap - Construction of simple series circuits and identify why circuits might not be working.

The more bulbs/buzzers are added to a circuit, the dimmer the brightness of the bulb or loudness of the buzzer will decrease.

Not all light bulbs have the same brightness.

Not all buzzers emit the same level of sound.

The brightness of a lamp or the volume of a buzzer is dependent on the number and voltage of cells used in the circuit

Each component of an electrical circuit has a symbol and series circuits can be drawn using these symbols.

Skills

- plan 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
- recording data and results of increasing complexity using tables, scatter graphs, bar and line graphs
- identifying scientific evidence that has been used to support or refute ideas or arguments
- using test results to make predictions to set up further comparative and fair tests
- report and present 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

