

By the end of KS1 Cycle A

| | BIOLOGY | PHYSICS | CHEMISTRY |
|---|---|---|--|
| | Pupils develop an understanding of the concept of BIOLOGY through: | Pupils develop an understanding of the concept of PHYSICS through: | Pupils develop an understanding of the concept of CHEMISTRY through: |
| Living things and their habitats (A) <i>Biology</i> | <p style="text-align: center;">A</p> <ul style="list-style-type: none"> knowing and explaining the common characteristic of living things, such as <i>MRS GREN</i> knowing and explaining the difference between things that are living, dead and things that have never been alive | | <p style="text-align: center;">C</p> <ul style="list-style-type: none"> knowing and explaining what properties everyday materials have knowing, comparing and explaining the properties and suitability of everyday materials for particular uses, such as glass in windows or bricks for building - identifying what is suitable or unsuitable knowing and explaining how the shape of everyday materials can be changed, for example by squashing, bending, twisting and stretching explaining how significant scientists have made useful things from knowing about the properties of materials, such as Charles Macintosh |
| Animals, including humans (B) <i>Biology</i> | <ul style="list-style-type: none"> knowing and explaining what a habitat is and why plants and animals that live there are best suited to it knowing and identifying a variety of plants and animals in micro-habitats and habitats | | |
| Uses of everyday materials (C) <i>Chemistry</i> | <p style="text-align: center;">B</p> <ul style="list-style-type: none"> knowing and explaining what an animal is and how they get their food from other plants and animals knowing and explaining what a simple food chain is, including the direction of energy | | |
| Plants (D) <i>Biology</i> | <p style="text-align: center;">D</p> <ul style="list-style-type: none"> knowing and explaining what conditions are needed for seeds to germinate and mature into plants knowing and explaining how bulbs grow knowing and explaining the conditions that plants need to thrive, grow, mature, and reproduce | | |
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By the end of KS1 Cycle B

| | <p style="text-align: center;">BIOLOGY</p> <p style="text-align: center;">Pupils develop an understanding of the concept of BIOLOGY through:</p> | <p style="text-align: center;">PHYSICS</p> <p style="text-align: center;">Pupils develop an understanding of the concept of PHYSICS through:</p> | <p style="text-align: center;">CHEMISTRY</p> <p style="text-align: center;">Pupils develop an understanding of the concept of CHEMISTRY through:</p> |
|--|--|--|---|
| <p>Seasonal changes and daily weather (A)</p> | <p style="text-align: center;">B</p> <ul style="list-style-type: none"> • knowing and explaining what an animal is and what a plant is • knowing and explaining how seasons influence plants and animals • knowing and identifying the common features of fish, amphibians, reptiles, birds and mammals | <p style="text-align: center;">A</p> <ul style="list-style-type: none"> • knowing and explaining the order of seasons • knowing and explaining the changes within each season including months of the year | <p style="text-align: center;">C</p> <ul style="list-style-type: none"> • knowing the properties of everyday materials, such as wood, plastic, glass, metal, water and rock • knowing and explaining the difference between an object and the material from which it is made, such as metal and a spoon |
| <p>Animals, including humans (B)</p> | <ul style="list-style-type: none"> • knowing, explaining and grouping animals by the types of food they eat • knowing and explaining the places (habitats) that fish, amphibians, reptiles, birds and mammals live • knowing and locating the main body parts of a human • knowing the five senses and explaining how they help compare different textures, sounds and smells | <ul style="list-style-type: none"> • knowing different patterns of weather and explaining, for example, how rain can occur in all seasons • knowing that the earth rotates and explaining how day and night occurs | <ul style="list-style-type: none"> • knowing and explaining the properties of materials, such as hard / soft, stretchy, / stiff, rough / smooth, bendy / rigid, waterproof/not waterproof, absorbent / not absorbent, opaque / translucent / transparent • knowing, explaining and grouping a range of everyday materials depending on their properties |
| <p>Everyday materials (C)</p> | <p style="text-align: center;">D</p> <ul style="list-style-type: none"> • knowing and identifying the basic structure of plants and trees, such as roots, bulbs, stem, leaf, flower, fruits, trunk, branch and crown • knowing and identifying the common names of wild and garden plants • knowing and identifying explaining different trees in the locality, such as oak or Scots Pine... | | |
| <p>Plants (D)</p> | <ul style="list-style-type: none"> • knowing and explaining the difference between evergreen and deciduous trees, including the influence of seasons | | |

By the end of LKS2 Cycle A

| | BIOLOGY | PHYSICS | CHEMISTRY |
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| | Pupils develop an understanding of the concept of BIOLOGY through: | Pupils develop an understanding of the concept of PHYSICS through: | Pupils develop an understanding of the concept of CHEMISTRY through: |
| Animals, including humans (A) | <p style="text-align: center;">A</p> <ul style="list-style-type: none"> knowing and identifying the parts of the human digestive system, such as the mouth, tongue, teeth, oesophagus, stomach, small and large intestine knowing and explaining the functions of the parts of the human digestive system, such as the mouth, tongue, teeth, oesophagus, stomach, small and large intestine knowing and explaining the different teeth that carnivores and herbivores have and why this is important for their diet knowing, constructing and explaining food chains knowing and identifying producers, predators and prey in a food chain | <p style="text-align: center;">C</p> <ul style="list-style-type: none"> Knowing and explaining how sounds are made through vibrations and travel as waves knowing and explaining how sounds travel through a medium, such as a solid (wood), a liquid (water) or gas (air) knowing and explaining how sounds travel through a medium to the ear as vibrations knowing and explaining that sound is the transfer of energy knowing and explaining what pitch means – frequency of the sound wave knowing and explaining what loudness means – the size of the sound wave knowing, identifying and explaining patterns between the pitch of a sound and the features of the object that produced it, such as the length of an elastic band knowing, identifying and explaining patterns between the volume of a sound and the strength of the vibrations that produced it, such as the bang of a drum knowing and explaining that sounds get fainter as the distance from the sound source increases | <p style="text-align: center;">E</p> <ul style="list-style-type: none"> knowing and explaining that rocks can be grouped together on the basis of their appearance and properties knowing and explaining how rocks are formed knowing and explaining what a rock is and what is not a rock knowing and explaining different types of rock, such as igneous, sedimentary and metamorphic rock knowing and explaining how fossils of animals and plants are formed knowing and explaining the different types of fossils, including body and trace fossil knowing and explaining what soil is made from knowing and explaining the different types of material that make up soil, including rocks and organic matter |
| Rocks (E) | | | |
| Sound (C) | | | |
| Light (D) | <p style="text-align: center;">B</p> <ul style="list-style-type: none"> knowing and identifying the structure of the different parts of flowering plants knowing and explaining the function of the parts of flowering plants knowing and explaining what plants need to live and grow, such as air, light, water, nutrients from soil and space to grow knowing how water is transported within plants and explaining the process of transpiration knowing and explaining the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | <p style="text-align: center;">D</p> <ul style="list-style-type: none"> knowing and explaining that light is needed to see things knowing and explaining that dark is the absence of light knowing and explaining that light is reflected from surfaces and enters our eyes knowing that the light of the sun can be dangerous and how to protect their eyes knowing and explaining that shadows are formed when light from a source is blocked by an opaque object knowing and explaining how shadows change size | |
| Plants (B) | | | |

By the end of LKS2 Cycle B

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| | Pupils develop an understanding of the concept of BIOLOGY through: | Pupils develop an understanding of the concept of PHYSICS through: | Pupils develop an understanding of the concept of CHEMISTRY through: |
| | A | C | B |
| Living things and their habitats (A) | <ul style="list-style-type: none"> knowing and explaining that living things can be grouped in a variety of ways, such as vertebrate or invertebrate and flowering and non-flowering plants knowing, using and explaining the classification of vertebrates, such as fish, amphibians, reptiles, birds and mammals knowing, using and explaining the classification of invertebrates, such as snails and slugs, worms, spiders and insects knowing and use classification keys to group, identify and name a variety of living things in their local environment knowing and explaining the impact on living things if their habitat changes | <ul style="list-style-type: none"> knowing and explaining that household appliances run on electricity from mains or batteries knowing, identifying and explaining what a simple single loop circuit is (also known as a simple series electrical circuit) knowing, identifying and explaining the component of a single loop circuit, such as cells, wires, bulbs, switches and buzzers knowing and explaining whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery knowing and explaining that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a single loop circuit knowing and identifying that some common conductors and insulators as well as associating metals with being good conductors knowing and explaining that current is the flow of electricity through a circuit | <ul style="list-style-type: none"> knowing and explaining what matter and state means being introduced to simple models that explain what particles are knowing and explaining the difference between solids, liquids and gases, such as solids hold their shape, liquids form a pool not a pile and gases escape from an unsealed container observing and knowing that some materials change state when they are heated or cooled, such as water evaporating or butter melting knowing and using Celsius as a measure of temperature knowing and explaining the part played by evaporation and condensation in the water cycle observing, knowing and explaining how the rate of evaporation is associated with temperature |
| States of Matter (B) | | | |
| Electricity (C) | | | |
| Forces and magnets (d) | | | |
| Animals including humans (E) | E | D | |
| <ul style="list-style-type: none"> knowing and explaining that animals, including humans, need the right types and amounts of nutrition knowing and explaining that animals only get nutrition from the food they eat - they cannot make their own food like plants knowing, identifying and explaining the purpose and function of the human skeleton, such as supporting the body, protecting the lungs and helping joints move knowing, identifying and explaining the purpose and function of the muscles, such as skeletal, cardiac or smooth muscles knowing and explaining the difference between vertebrates and invertebrates | <ul style="list-style-type: none"> knowing how objects move on different surfaces using friction and resistance to explain why knowing and explaining the difference between contact and non-contact forces knowing and explaining how magnets attract and repel each other knowing and explaining how magnets attract some materials and not others using what they know about the properties of materials from KS1 to group everyday materials that are attracted to a magnet knowing and identifying magnetic materials knowing and explaining that a magnet has two poles, and predicting | | |

By the end of UKS2 Cycle A

| | <p style="text-align: center;">BIOLOGY</p> <p>Pupils develop an understanding of the concept of BIOLOGY through:</p> | <p style="text-align: center;">PHYSICS</p> <p>Pupils develop an understanding of the concept of PHYSICS through:</p> | <p style="text-align: center;">CHEMISTRY</p> <p>Pupils develop an understanding of the concept of CHEMISTRY through:</p> |
|--|--|--|--|
| <p>Living things and their habitats (A)</p> | <p style="text-align: center;">A</p> <ul style="list-style-type: none"> knowing, identifying and explaining the differences in the life cycles of a mammal (dog), an amphibian (frog), an insect (ladybird) and a bird (chicken) knowing and explaining the life process of reproduction in some plants and animals knowing and explaining about a significant scientist, such as Maria Merion who David Attenborough described as one of the most important contributors to entomology | <p style="text-align: center;">C</p> <ul style="list-style-type: none"> knowing and explaining how a single loop circuit (series circuit) works knowing and explaining how the brightness of a lamp or the volume of a buzzer is affected by the number and voltage of cells used in a circuit knowing, using and explaining the reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches knowing and using recognised symbols when representing a simple circuit in a diagram knowing and explaining how to be safe when working with electricity | |
| <p>Evolution and Inheritance (B)</p> | | | |
| <p>Electricity (C)</p> | <p style="text-align: center;">B</p> <ul style="list-style-type: none"> knowing and explaining that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago, such as body fossils, mould fossils, cast fossils and trace fossils knowing and explaining that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents knowing, identifying and explaining how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution knowing and explaining about significant scientists who have helped us understand the theory of evolution, such as Alfred Wallace and Charles Darwin | <p style="text-align: center;">D</p> <ul style="list-style-type: none"> knowing and identifying the eight planets in our solar system - Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune knowing and identifying Pluto as a dwarf planet knowing, identifying and explaining the movement of the Earth and other planets, relative to the Sun in the solar system knowing and explaining the movement of the Moon relative to the Earth knowing and explaining that a moon is a celestial body that orbits a planet, such as the Moon around Earth or the four large moons of Jupiter - Io, Europa, Ganymede and Callisto first seen by Galileo Galilei knowing and explaining that the Sun, Earth and Moon are approximately spherical bodies knowing about Earth's rotation to explain day and night and the apparent movement of the sun across the sky | |
| <p>Earth and Space (D)</p> | | | |
| <p>Animals, including humans (E)</p> | <p style="text-align: center;">E</p> <ul style="list-style-type: none"> knowing, identifying and explaining the main parts of the human circulatory system and describe the functions of the heart, such as lungs, heart, aorta, pulmonary vein, left atrium, right atrium, left ventricle, right ventricle, arteries, veins and capillaries, oxygenated and deoxygenated knowing, identifying and explaining the components and function of blood, such as plasma, red blood cells, white blood cells, platelets, nutrients and oxygen knowing and explaining the impact of diet, exercise, drugs and lifestyle on the way their bodies function knowing and explaining how significant scientists helped us understand more about the circulatory system, such as Galen or William Harvey | | |

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| | Pupils develop an understanding of the concept of BIOLOGY through: | Pupils develop an understanding of the concept of PHYSICS through: | Pupils develop an understanding of the concept of CHEMISTRY through: |
| Living things and their habitats (A) | <p style="text-align: center;">A</p> <ul style="list-style-type: none"> knowing and explaining 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 knowing and identifying the five major kingdoms of living things, including plant, animal, fungi, algae, slime and mould, and bacteria knowing and explaining how significant scientists, such as Aristotle or Carl Linnaeus, helped us understand more about classification knowing, using and explaining taxonomy knowing and explaining reasons for classifying plants and animals based on specific characteristics, such as vertebrates or invertebrates knowing and using classification systems and keys to identify some animals and plants in the immediate environment knowing how to classify animals and plants they are unfamiliar with using a classification system | <p style="text-align: center;">C</p> <ul style="list-style-type: none"> knowing and explaining that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object knowing, identifying and explaining the effects of air resistance, water resistance and friction, that act between moving surfaces, such as a parachute or a brake on a bike knowing and explaining how significant scientists, such as Isaac Newton or Galileo Galilei helped develop the theory of gravitation knowing, experiencing and explaining how the effect of friction on movement slows or stops moving objects knowing and explaining that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect known as a force multiplier knowing and experiencing how levers, pulleys and gears multiply a smaller force to achieve a greater effect, such as removing a nail using a claw hammer, making simple pulleys and gears on a bike | <p style="text-align: center;">B</p> <ul style="list-style-type: none"> knowing, identifying and grouping the properties of everyday materials, such as hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets knowing and explaining how some materials dissolve in liquid to form a solution knowing and describing how to recover a substance from a solution knowing and using their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating knowing and explaining, by giving reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic knowing and explaining how dissolving, mixing and changes of state are reversible changes knowing and explaining that some changes result in the formation of new materials that are not usually reversible, such as burning |
| Properties and change of materials (B) | | | |
| Forces (C) | | | |
| Animals, including humans (water transport) (D) | <p style="text-align: center;">D</p> <ul style="list-style-type: none"> knowing, describing and explaining the ways in which nutrients and water are transported within animals, including humans | | |
| Light (E) | <p style="text-align: center;">F</p> <ul style="list-style-type: none"> knowing, describing and explaining the changes humans go through to old age knowing and using a timeline to show stages of growth and development of humans, including puberty knowing, comparing and explaining the difference in gestation periods of humans to other animals, such as an elephant or butterfly | <p style="text-align: center;">E</p> <ul style="list-style-type: none"> knowing and explaining that light appears to travel in straight lines knowing that light travels in straight lines to explain how objects are seen because they give out or reflect light into the eye knowing and explaining that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes knowing that light travels in straight lines to explain why shadows have the same shape as the objects that cast them | |
| Animals, including humans (F) | | | |