

The below tables outlines where disciplinary knowledge - the working scientifically elements - is **first taught** and deliberately practiced in KS1 or KS2. The curriculum has been sequenced so that the content is also reviewed in subsequent units (and may also be reviewed in other subject areas like geography and history), but to keep the table readable, we have only set out where it is first taught.

	Scientific Attitudes & Planning (A&P)	Measuring & Observing (M&O)	Recording & Presenting (R&P)	Analysing & Evaluating (A&E)
EYF S	• Make predictions about what might happen when I try something.	• Measure/observe using senses. • Observe using a magnifying glass safely.	• Use hoops to classify objects based on simple criteria.	• Notice patterns in the world around me.
Y1/ 2	• Scientists look for patterns in the world around them. • Scientists group objects or living things based on their properties. • Scientists conduct secondary research to learn from what other scientists have already learned.	• Gather information from text/ books/ images.	• Record numerical or descriptive observations in a table. • Draw a diagram, a simple scientific drawing that explains or informs. • Use a table to classify items based on properties. • Use a Carroll diagram to classify items based on properties. • Use a Venn diagram to classify items into two or three sets based on properties.	• Make simple statements about the results of an enquiry.
Y1 /2	• It is important that we keep as much as we can the same, apart from the one thing we measure and the one thing we change. • Make a prediction based on substantive knowledge. • There are four main stages of enquiry (A&P, M&O, R&P, A&E). • Scientists identify potential hazards in their experiments and plan ways to reduce them.	• Make systematic observations of an object.	• Use a pair of axes to classify items based on the extent it displays two properties.	• Ask further questions that could be explored to extend findings.

	Scientific Attitudes & Planning (A&P)	Measuring & Observing (M&O)	Recording & Presenting (R&P)	Analysing & Evaluating (A&E)
Y3/ 4	• Select most appropriate equipment to measure (the variables) that will give you the best chance of an accurate result. • A dependent variable is what you measure; an independent variable is what you change; controlled variables are things that stay the same. • Scientists identify factors in an investigation that should be controlled, and try to find ways to control them. • Write an appropriate method. • Science is studied as three disciplines: biology (study of organisms), chemistry (study of materials) and physics (study of energy).	• Gather information from the internet. • Anomalous results should be discarded and rerecorded. • Data is repeatable if the same person repeats the investigation and gets the same results; data is reproducible if the investigation is repeated by a different person and the results are the same. • Taking multiple readings allows you to see if your data is repeatable, and helps identify outliers.	• Design a table to collect data with the appropriate number of rows and columns and correct headings.	• Draw conclusions (e.g. 'the greater the... , the greater the...'). • Use scientific understanding to explain their findings. • Suggest ways to improve practical procedures to obtain more accurate measurements. • Use findings of investigation to make further predictions.
Y3/4	• Set a hypothesis to test. • Draw diagram of the investigation. • Scientists use models to help explain their ideas.	• Gather information using a data logger (e.g. sound meter app; heart rate app).	• Use a classification key to identify an object. • Draw a dichotomous classification key to help others identify an object. • Drawings can be labelled and annotated • Present information orally using a prop or demonstration. • Present information in a written format. • Draw labelled and annotated diagrams.	• Identify scientific evidence that has been used to support or refute ideas.
Y5/ 6	• Science is studied as three disciplines: biology (study of organisms), chemistry (study of properties of matter and how it interacts with energy) and physics (study of energy). • Scientists look for patterns in data to try to identify correlations.	• Measure force using a Newtonmeter.	• Scatter graphs can help you decide if there is a relationship between two variables. • (Geography: Interpret and construct climate graph). • Line graphs can be used when data is continuous; bar charts can be used when data is discrete.	• Make judgements on the accuracy of the data • Some people may agree or disagree with the use of some scientific discoveries. • Science is never 'complete' and scientists are always working to make models more accurate or to discover new explanations.
Y5/6		• Taking multiple readings allows you to see if your data is repeatable, helps identify outliers and allows a mean to be calculated.	• Decide which graph is most appropriate for the enquiry.	• Calculating the mean can be used as a method of analysing data.



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive		- Identify appropriate clothes to go outside in different types of weather. - Some animals, like bears, hibernate in the winter. - Types of weather include sunny, rainy, windy, snowy. - We see puddles when it's rainy, shadows during the day and rainbows when there is sunshine and rain Habitats are the places that living things live. - Different animals live in different habitats. - Feel, hear, smell and see natural materials of grass, mud, water, rock and sand. - M&O: Measure and observe using senses.	- There are differences in the wildlife we see and the weather in spring and winter (Rec Spr2). - Examples of weather include sunny, rainy, windy, warm, cold, cloudy, drizzle, snow, stormy (with thunder and lightning) (Y2 Aut). - Evaporation and condensation; water cycle (Y4 Spr1).
Disciplinary			M&O: Make systematic observations of an object (Y2 Aut).
VCS		5A: Describing the natural things in our local area. 5B: Types of weather include sunny, rainy, windy, and snowy. 6: Naming Sun, Earth and Moon. 8: There is a wide variety of living things on Earth, including plants and animals.	5A: Describing beach, hill, forest, sea and river (Rec) and other physical features in our local area (Y1). 5B: We experience different types of weather in different seasons (focus on spring and winter) (Rec). 6: The Sun as a star in our universe; Earth as a planet and the Moon as a satellite (Y5). 8: Living things, including humans, react to their surroundings with their senses (Y1).
Re		- Use all their senses in hands-on exploration of natural materials. - Talk about what they see, using a wide vocabulary.	



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive		• Melting and freezing can be observed in the world around us. • Some objects float and some objects sink in water. • Materials can be artificial (man-made) or natural.	• Some materials are hard whilst others are soft, some can be described as rough whilst others are smooth, and some are dull whilst others are shiny (N3-4 Sum1).
Disciplinary	• M&O: Measure/observe using senses (N3-4 Aut1)	• A&P: Ask questions and make predictions about what will happen when something is tried.	• A&P: Make a prediction based on substantive knowledge (Y2 Aut).
VCs		• 1: The same thing (water) can look different when it is hot or cold (ice).	• 1: Matter can exist in three different states: as solids, liquids and gases. The amount and type of substance does not change when the matter changes state. (Y2)

Relevant Development Matters (N3-4) statements:

- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide vocabulary.



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive	- Materials can be artificial (man-made) or natural (N3-4 Aut2) - Some materials float and some materials sink in water (N3-4 Aut2)	- How slow/fast a vehicle moves along a track depends on how hard/gently it is pushed/pulled, how steep the slope is, or whether there is an obstacle in its way. - How slow/fast a boat moves across the water depends on how hard/gently we blow at them through straws. - Trains (and other vehicles) can be powered by steam, diesel or electricity. - Materials include plastic, wood, and fabric. - Magnetic materials are attracted to magnets. - Magnets can repel or attract each other, depending on which way they are held to each other.	- Common materials include wood, paper, metal, glass, plastic, water, rock and fabric (Y1 Spr). - Forces are pushes or pulls or twists (Y3 Sum1). - Forces can cause a change in speed, direction or shape of an object (Y3 Sum1). - Magnetism is the force exerted by magnets when they attract or repel each other (Y3 Sum2).
Disciplinary	- M&O: Measure/observe using senses (N3-4 Aut1) - A&P: Ask questions and make predictions about what will happen when something is tried (N3-4 Aut2)	R&P: Use hoops to classify objects based on simple criteria.	R&P: Use a table, Carroll diagram, Venn diagram to classify items based on properties (Y1).
VCs		2: Magnets can attract or repel other magnets. Magnets attract magnetic objects. 3: We can push and pull objects to make them move. 4: We have to push or pull objects to make them move; they do not move on their own.	2: The non-contact force of magnetism mean magnets can attract or repel other magnets and attract objects made of magnetic materials (Y3). 3: We can move or change the shape of objects by pushing and pulling: by squashing, bending, twisting or stretching the materials (Y2).

Relevant Development Matters (N3-4) statements:

- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide vocabulary.



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive		• Chicks hatch from eggs and grow into chickens. • Calves grow to become cows, lamb grow to become sheep, piglets grow to become pigs, foals grow to become horses, ducklings grow to become ducks. • Parents and their young animals look similar and different. • Plants need water and light to grow.	• Young and adult animals in grassland, tropical rainforest and saltwater habitats (N3-4 Sum2). • Animals can be grouped into fish, amphibians, reptiles, birds and mammals (name common examples) (Y1 Sum1). • Plants need water, light and a suitable temperature to grow (Y2 Aut1). • There are two sexes, male and female (Y1 Sum1). • Animals, including humans, reproduce. This means they have offspring that grow into adults (Y2 Sum2) • As animals grow they get bigger (Y2 Sum2). • Some animals change during their life cycle as the mature (e.g. tadpole to frog) (Y2 Sum2).
Disciplinary	• M&O: Measure/observe using senses (N3-4 Aut1). • A&P: Ask questions and make predictions about what will happen when something is tried (N3-4 Aut2).	<i>Plant a bean. Observe its stages of growth and care for it</i> • M&O: Observe using a magnifying glass safely.	• M&O: Make systematic observations of an object (Y2 Aut).
VCs		• 9: Young animals grow into adult animals. The young look similar, but not the same, as the adults.	• 9: Plants and animals reproduce (have offspring) (Y2).

Relevant Development matters (N3-4) statements.

- Talk about what they see, using a wide vocabulary.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of an animal and a plant.
- Begin to understand the need to respect and care for the natural environment and all living things.



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive		- We need to mix materials in the right amount to bake a tasty cake. - Some materials will dissolve in water. - Some materials are hard whilst others are soft, some can be described as rough whilst others are smooth, and some are dull whilst others are shiny. - Clothes get heavier when they get wet, because we carry the clothes and the water.	- All materials are made of a single substance or a mixture of substances (Y2 Sum). - A solvent is a liquid that is used to dissolve other substances. A soluble substance that dissolves in a solvent is called a solute. An insoluble substance is one that will not dissolve in a solvent. When a solute dissolves in a solvent, a solution is formed. A solution is a mixture. When no more solute can dissolve in the solvent, the solution is saturated. Solutes dissolve more quickly when the particles have more energy (i.e. when heated or stirred) (Y5 Aut1).
Disciplinary	- R&P: Use hoops to classify objects based on simple criteria (N3-4 Spr1). - A&P: Ask questions and make predictions about what will happen when something is tried (N3-4 Aut2).		
VCs			

Relevant Development Matters (N3-4) statements:

- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide vocabulary.



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive	Parents and their young animals look similar and different (N3-4 Spr1).	- It is important to wear sun cream and sun hats when it is sunny. - Many fish develop from eggs, larvae, fry, to adults. - Many animals live in water, like turtles, orcas, dolphins, manta rays, sharks, seahorses and jellyfish. - Young turtles are called hatchlings, young orcas and dolphins are called calves, young manta rays are called pups, and young sea horses and jellyfish are larvae and then fry. - The Serengeti is a grassland, with habitats home to animals like zebras, lions, giraffes, hippos, vultures, snakes, toads and scorpions. - Young zebras are called foals, young vultures are called chicks, young lions are called cubs, young giraffes and hippos are called calves, young snakes are called snakelets, young toads are called tadpoles and young scorpions are known as scorplings.	- There are two sexes, male and female (Y1 Sum1). - Animals, including humans, reproduce. This means they have offspring that grow into adults (Y2 Sum2). - As animals grow, they get bigger (Y2 Sum2). - Some animals change during their life cycle as the mature (e.g. tadpole to frog) (Y2 Sum2). - Light from the sun can be dangerous and there are ways to protect our eyes and skin (Y3 Aut2).
DK	- M&O: Measure/observe using senses (N3-4 Aut1). - A&P: Ask questions and make predictions about what will happen when something is tried (N3-4 Aut2).		
VCs	5A: Describe natural things in our local area (N3-4).	5A: Geographical features include beach, hill, forest, sea and river. 10: There are many different kinds of plants and animals in the world today.	5A: Geography – Describe other physical features in our local area, including river, forest, soil and hill and coastal features of beach, cliff, sea and ocean (Y1). 10: Biodiversity describes all the different living things in an area (Y2).

Relevant Development Matters (N3-4) statements:

- Talk about what they see, using a wide vocabulary.
- Understand the key features of the life cycle of an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive	• Habitats are the places that living things live (N3-4 Aut1).	• There are differences in the wildlife we see and the weather in spring and winter. • Insects like ants, bees, and ladybirds are animals. • Spiders and insects live in the habitats around our school. • Some plants have flowers.	• The basic parts of a plant are leaves, flowers, roots, stem/trunk/branch (Y1 Aut1). • There are four seasons: spring, summer, autumn and winter (Y1 Aut2). • The weather changes gradually as we move from season to season (Y1 Aut2). • Some animals can be grouped into fish, amphibians, reptiles, birds and mammals (name common examples) (Y1 Sum1). • Invertebrates can be grouped based on their characteristics as snails and slugs; worms; spiders and insects (Y4 Aut1).
DK	• M&O: Measure/observe using senses (N3-4 Aut1).	• A&E: Notice patterns in the world around me.	• A&E: Make simple statements about the results of an enquiry (Y1 Spr1).
VCs	• 5B: Types of weather include sunny, rainy, windy, and snowy (N3-4).	• 5B: We experience different types of weather in different seasons (focus on spring and winter).	• 5B: The weather can change rapidly. The four different seasons have different weather patterns (Y1).

Relevant Development Matters (Reception) statements:

- Understand the effect of changing seasons on the natural world around them.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.

Relevant Early Learning Goals (for end of Reception):

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive		• Fruits like apples, bananas, peaches and oranges have skins, flesh and seeds. • [A range of scientific themes, dependent on schools' context].	
Disciplinary		• Ask questions and explore scientific themes more independently.	
VCs		• [A range of scientific big ideas, dependent on schools' context].	

- Relevant Development Matters (Reception) statements:
- Understand the effect of changing seasons on the natural world around them.
 - Explore the natural world around them.
 - Describe what they see, hear and feel whilst outside.

- Relevant Early Learning Goals (for end of Reception):
- Explore the natural world around them, making observations and drawing pictures of animals and plants;
 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- There are differences in the wildlife we see and the weather in spring and winter (Rec Spr2). - Some plants have flowers (Rec Spr2).	- A plant is a living thing that usually grows in one place. Coniferous plants keep their leaves all year round (e.g. pine, yew, juniper in UK). Deciduous plants lose their leaves in winter (e.g. oak, silver birch, horse chestnut, sycamore, ash). Trees are a type of plant that have a tall stem made of wood. - The basic parts of a plant are leaves, flowers, roots, stem/trunk/branch.	- Plant growth from germination (Y2). - Requirements for plant life (Y2, Y3). - Purpose of leaves, stem/trunk, roots and flowers (Y3). - Coniferous trees transport their seeds in cones; deciduous trees use seeds and flowers/fruit (Y3 Spr) - Classifying plants (Y4).
Disciplinary	- M&O: Measure/observe using senses (N3-4). - R&P: Use hoops to classify objects based on simple criteria (N3-4).	Draw and label a scientific diagram of a plant - R&P: Draw a diagram, a simple scientific drawing that explains or informs. Classify trees as deciduous or coniferous using images of them at different times in the year - R&P: Use a table to classify items based on properties.	R&P: Use Carroll diagrams (Y1 Spr), Venn diagrams (Y1 Sum), and a pair of axes (Y2) to classify items based on properties.
VCs	5A: Geographical features include beach, hill, forest, sea and river (EYFS).	5A: Some plants grow in soil. 7: Plants are organised with roots, stem, leaves and flowers.	5A: Geography – Describe other physical features in our local area, including river, forest, soil and hill and coastal features of beach, cliff, sea and ocean (Y1). 7: Humans are organised with organs like hearts and lungs, which do particular jobs. The skeleton and muscles allow the body to move (Y3).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- Plants need water and light to grow (N3-4 Spr2) - The basic parts of a plant are leaves, flowers, roots, stem/trunk/branch (Y1 Aut) - Plants are classed as living things because they grow, move, reproduce, and need nutrition (food) (Y1 Aut)	- A seed is living. - A seed is the embryonic stage of the plant life cycle. - A seed consists of three parts: the seed coat, the endosperm and the embryo. Germination is the development of a plant from a seed. During germination, roots and shoots emerge and grow. - To germinate, a seed needs water and a certain temperature. Temperature is a measure of how hot or cold something is. - Some plants grow from bulbs. A bulb is a resting stage for certain plants. They have a large underground food store, short stems and fleshy leaves. - When a plant grows it gets bigger. - Plants need water, light and a suitable temperature to grow. - Many plants make fruits or vegetables; some of these grow below ground.	- The four main stages of the plant's life cycle include germination, pollination, fertilisation and seed dispersal (Y3 Spr). - Pollination and fertilisation usually takes place in flowers. Dispersal is important to make sure there is enough space for seeds to germinate and plants to grow (Y3 Spr). - Seeds can be dispersed in a variety of ways (Y3 Spr). - Plants need air (oxygen and carbon dioxide), water, light, nutrients from the soil, space, and a suitable temperature to grow (Y3 Spr). - Requirements for life vary from plant to plant and they adapt to their environment (e.g. some plants need less space, a lower temperature, fewer nutrients etc.) (Y3 Spr). - Roots absorb nutrients from the soil and help anchor the plant (Y3 Spr). - The stem/trunk supports the plant and transports water up the plant. The xylem transports water and nutrients from the roots, and the phloem transports food from the leaves to the all parts of the plant (Y3 Spr). - Leaves use sunlight, carbon dioxide from the air and water to make their own food (Y3 Spr).
Disciplinary	Maths: Use words to describe lengths and heights (Y1) - A&P: Ask questions and make predictions about what will happen when something is tried (N3-4, Aut2) - M&O: Measure/observe using senses (N3-4, Aut2) - R&P: Record numerical or descriptive observations in a table (Y1 Aut) - A&E: Make simple statements about the results of an enquiry (Y1 Spr)	<i>Investigate the conditions required for germination</i> - A&P: Make a prediction based on substantive knowledge. - A&P: It is important that we keep as much as we can the same, apart from the thing we measure and the one thing we change. <i>Investigate how light affects the growth of plants</i> - M&O: Make systematic observations of an object.	- Explain findings using scientific knowledge (Y3). - The thing that we measure is called the dependent variable; the thing we change is the independent variable (Y3).
VCs	5A: Some plants grow in soil (Y1). 7: Plants are organised with roots, stem, leaves and flowers (Y1).		



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	A plant is a living thing that usually grows in one place (Y1 Aut).	Animals are different to plants because they usually move around, rather than stay in the same place. - Animals can be placed into different groups (carnivores, herbivores and omnivores) based the foods they eat. - Animals have different features, including fins, wings, scales, legs, feathers, claws, paws etc. - Some animals can be grouped into fish, amphibians, reptiles, birds and mammals (name common examples).	- Classification refers to a method used to place all living things into groups (Y4 Aut). - Organisms can be classified in a number of ways (Y4 Aut). - A species is a group of one type of organism, individuals in this group can breed with each other to produce offspring that can go on to breed (Y4 Aut). - Early classification from Aristotle placed animals into groups based on land, water and air, plants were grouped according to size, small, medium and large (Y4 Aut). - Fish, amphibians, reptiles, birds and mammals are all vertebrates (Y4 Aut). - Vertebrates have endoskeletons (Y4 Aut). - Vertebrates can be grouped in a number of ways based on their characteristics, e.g. warm/cold blooded; or physical features like fur, beak, wings etc. (Y4 Aut). - Invertebrates can be grouped based on their characteristics as snails and slugs; worms; spiders and insects (Y4 Aut).
Disciplinary	- A&P: Scientists group objects or living things based on their properties (Y1 Spr). - M&O: Gather information from text/books/images (Y1 Aut). - R&P: Use a Carroll diagram to classify items based on properties (Y1 Spr).	- A&P: Scientists conduct secondary research to learn from what other scientists have already learned. - R&P: Use a Venn diagram to classify items into two or three sets based on properties.	A&E: Science is never 'complete', and scientists are always working to make models more accurate or to discover new explanations (Y5).
VCs	10: There are many different kinds of plants and animals in the world today (EYFS).	10: There are lots of types of animal, and some types can be grouped as amphibians, birds, fish, mammals and reptiles.	10: To help scientists make sense of the diversity of organisms, they are classified into different groups, such as animals as vertebrates and invertebrates. Each group has similar features (Y4).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	• Talk about how they have changed from being a baby (N3-4 Aut1). • Habitats are the places that living things live and different animals live in different habitats (N3-4 Aut1). • Parents and their young look similar and different to each other (N3-4 Spr2). • Names of animals and their young (e.g. calves and cow, lamb and sheep) (N3-4). • Animals can be grouped into fish, amphibians, reptiles, birds and mammals (name common examples) (Y1 Sum). • Animals can be placed into different groups: carnivores, herbivores and omnivores) (Y1 Sum). • Temperature is a measure of how hot or cold something is (Y2 Aut). • Plants need water, light and a suitable temperature to grow (Y2 Aut). • Plants are classed as living things because they grow, move, reproduce, and need nutrition (food) (Y1 Aut).	• A natural resource is a material or substance that is produced by the environment (not man made) and may be used to support life. • Food and water are natural resources. • Animals, including humans, need food to survive. • Humans need to eat a healthy and balanced diet. This should include all the nutrients that we need, should be high in fruits and vegetables and low in fats, salt and sugars. • Animals, including humans, need water and oxygen to survive. • Animals, including humans, the right temperature to survive. • Animals, including humans, reproduce. This means they have offspring that grow into adults. • As animals grow, they get bigger. • Some animals change form as they get older (e.g. tadpole to frog). • Humans need exercise to stay healthy. • Humans need to practise hygiene to stay healthy.	• Life cycles of hedgehogs, peregrine falcons, frog and ladybird, including metamorphosis (Y5 Spr1). • Living things grow, need air and nutrients, react to their surroundings, move, get rid of their waste, reproduce (Y2 Spr). • Living things are adapted to their environment. This means they may not be able to survive in other habitats (Y2 Spr). • The main food groups are carbohydrates (starch and sugars), proteins, fats, dairy, fruit and vegetables (Y3 Spr). • Humans need a balanced diet which is made of main food groups (Y3 Spr). • Vitamins, minerals and fibre are needed and being deficient in these causes diseases (Y3 Spr).
Disciplinary	• A&P: Scientists conduct secondary research to learn from what other scientists have already learned (Y1 Sum). • A&P: Scientists group objects or living things based on their properties (Y1 Spr). • M&O: Gather information from text/books/images (Y1). • R&P: Use a Carroll diagram to classify items based on properties (Y1 Spr).	<i>Gather information from images and/or text and group animals into those that change form as they grow and those that do not.</i>	• Using and drawing a classification key to classify organisms (Y4).
VCS	• 8: Living things, including humans, react to their surroundings with their senses (Y1). • 9: Young animals grow into adult animals. The young look similar, but not the same, as the adults (EYFS). • 11: Humans need to practise good hygiene, like brushing teeth and washing hands (EYFS).	• 5B: The air is all around us on Earth. Air has oxygen in it. • 8: All living things need food, oxygen, water and certain temperature conditions. • 9: Plants and animals reproduce (have offspring). • 11: Humans need to exercise, practise good hygiene and eat a healthy and balanced diet to stay healthy. Their diet should be high in fruits and vegetables and low in fats, sugar and salt.	• 5B: The air has (oxygen and) carbon dioxide in it (Y3). • 8: Organisms move, reproduce, are sensitive to their surroundings, grow, need oxygen, get rid of their waste, and need nutrition (MRS GOWN) (Y2). • 9: Sexual/asexual reproduction (Y5). • 11: A balanced diet includes the right proportions of carbohydrates, proteins, fats, fibre, vitamins and minerals (Y3).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- Animals can be placed into groups (carnivores, herbivores and omnivores) based on the foods they eat (Y1 Sum). Geography: Deserts are places where there is very little precipitation (Y2 Spr). Geography: Hot deserts have a very hot and dry climate (Y2 Spr). Geography: Cold deserts have a very cold and dry climate (Y2 Spr). - Temperature is a measure of how hot or cold something is (Y2 Aut). - Plants need water, light and a suitable temperature to grow (Y2 Aut). - Animals, including humans, need food, water, oxygen and the right temperature to survive (Y2 Aut).	- Everything in the world can be categorised as either alive, used to be alive or has never been alive. - Living things are called organisms. - Organisms move, reproduce, are sensitive to their surroundings, grow, need oxygen, get rid of their waste, and need nutrition (MRS GOWN). - Animals move from place to place, while plants move on the spot. Habitats are the places that living things live. A very small habitat is called a micro-habitat, and these can be found within larger habitats. Flora describes plant life; fauna describes animal life. - A species is a group of living things that are the same type. Biodiversity is a word we use to describe all of the living things in an area. - Animals and plants in a habitat depend on each other, e.g. for food or shelter. - Animals get their food from plants and other animals. This food provides the energy animals need. - Most plants produce their own food and are called producers. - In a food chain, the arrows show where the energy is being transferred from and to. - Living things are adapted to their environment. This means they may not be able to survive in other habitats. - Some animals and plants are adapted to life in a hot desert: camels and cacti. Some animals and plants are adapted to life in a cold desert: Arctic fox, polar bear, penguin and shrubs.	- The main food groups are carbohydrates (starch and sugars), proteins, fats, dairy, fruit and vegetables. Humans need a balanced diet of these (Y3 Spr). Vitamins, minerals and fibre are needed and being deficient in these causes diseases (Y3 Spr). - Different animals have different nutritional needs (Y3 Spr). - A food chain starts with a producer (usually a plant) who can produce its own food. Organisms that eat producers are called consumers (Y4 Aut). - A predator hunts prey to eat (Y4 Aut). - A food web shows the transfer of energy between different organisms. Animals and plants need to digest food to transfer energy from it (Y4 Aut). - An ecosystem is made up of all organisms living in an area and the non-living features of the environment (Y4 Aut). - In a food chain, an amount of energy from the Sun (a chemical store) is transferred to the plant by light. The energy is then transferred along the food chain as the different organisms are eaten (Y5 Aut). - Living things move, reproduce, are sensitive to their surroundings, grow, respire, excrete, and need nutrition (MRS GREN).
Disciplinary	- A&P: There are four main stages of enquiry (A&P, M&O, R&P, A&E) (Y2). - A&P: Scientists look for patterns in the world around them (Y1 Spr). - A&E: Make simple statements about the results of an enquiry (Y1 Spr).	Examine microhabitats using a magnifying glass and counting the number and type of organisms found in an area M&O: Observe using a magnifying glass safely.	A&P: Scientists look for patterns in data to try to identify correlations (Y5).
VCs	8: All living things need food, oxygen, water and certain temperature conditions (Y2). 9: There are lots of different kinds of animals and plants in the world today (EYFS). 10: There are many different kinds of plants and animals in the world today (EYFS).	4: All living things need food to give them energy. All food chains start with a producer (a living thing that makes its own food). The arrows in a food chain show where energy is being transferred from and to. 8: Most plants make their own food. Animals' food comes from eating plants (herbivores) or by eating animals (carnivores), which have eaten plants or other animals. These relationships can be represented in a food chain. Plants and animals are often dependent on each other. Organisms are adapted to their environment. If conditions in a habitat change, organisms may not be able to survive. Organisms move, reproduce, are sensitive to surroundings, grow, need oxygen, get rid of waste, and need nutrition (MRS GOWN). 9: A species is a group of living things of the same type. 10: Biodiversity describes all the different living things in an area. Living things are adapted to their environments. If the environment changes, the organisms may no longer be adapted and may struggle to survive.	4: In most plants, sunlight, carbon dioxide and water are used to make food in the leaves (Y3). 8: Feeding relationships can be shown in food webs (Y4). Living things move, reproduce, are sensitive to their surroundings, grow, respire, excrete, and need nutrition (MRS GREN) (Y6). 9: A species is a group of one type of organism. Individuals in this group can breed with each other to produce offspring that can go on to reproduce (Y4). 10: Living things are found in certain environments because they have the features that enable them to survive there. This happens because of natural selection (Y6).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- Some animals hibernate in winter (N3-4 Aut1). - Animals can be placed into groups (carnivores, herbivores and omnivores) based on the foods they eat (Y1 Sum). - Humans are omnivores, but some choose to eat only plants (Y1 Sum). - Humans need to eat a healthy and balanced diet. This should include all the nutrients that we need, should be high in fruits and vegetables and low in fats and sugars (Y2 Aut). - Humans are made of many different body parts including head, neck, back, ears, eyes, nose, mouth, arms, shoulders, elbows, hands, fingers, legs, knees, feet, toes, ears, eyes, nose, mouth, arms, legs, hands, feet, toes (Y2 Aut). - Living things move, reproduce, are sensitive to their surroundings, grow, need oxygen, get rid of their waste, and need nutrition (MRS GOWN) (Y2 Spr). - Living things are called organisms (Y2 Spr). - Animals get their food from plants and other animals, this food provides the energy animals need (Y2 Spr). - Rural areas include farmland. This can be for either pastoral or arable farming. (Y1 Spr Geograph)	- The main food groups are carbohydrates (starch and sugars), proteins, fats, fibre, vitamins and minerals. - Humans need a balanced diet which is made of main food groups. Plant-based diets can be balanced. - Eating foods that are in season can reduce food waste. Vitamins, minerals and fibre are needed and being deficient in these causes diseases. - Different animals have different nutritional needs. - Our skeleton is made up of bones that grow as we grow. - Humans and some other animals have skeletons. Organs are parts of the body that do a particular job, the heart pumps blood around the body and the lungs are used for breathing which gets air into your body. - The skeleton protects organs, e.g. the skull protects the brain; and the ribcage protects the lungs, heart and other important organs. - The skeleton supports the body, e.g. the spine helps the body stand. - The skeleton helps the body move, e.g. pelvis and knee joints. - The muscles and skeleton are required to help the body move. When muscles contract they pull the bone. - Some organisms have endoskeletons, some have exoskeletons, and some have neither. - Endoskeletons grow with the organism. Exoskeletons do not grow, so need to be shed and replaced. - One way we can reduce food waste is eating fruit and vegetables that are not perfect in shape. - A plant-based diet can be a healthy diet.	- Invertebrates can be placed into groups based on their skeletons; endoskeletons, exoskeletons, or hydrostatic skeletons (Y4 Aut). - There are four main types of teeth: incisors, canines, pre-molars and molars. They each have a different purpose (Y4 Aut). - Herbivores, carnivores and omnivores have these types of teeth in different proportions (Y4 Aut). - Animals and plants need to digest food to transfer energy from it (Y4 Aut). - The digestive system is the group of organs that help your body digest food (Y4 Aut). - The heart is a muscle that pumps blood around the body through blood vessels (Y6 Sum).
Disciplinary	R&P: Draw a diagram, a simple scientific drawing that explains or informs.	- Science is studied as three disciplines: biology (study of organisms), chemistry (study of materials) and physics (study of energy). Label the main bones on a diagram of a human skeleton, give the function of each bone.	A&P: Science is studied as three disciplines: biology (study of organisms), chemistry (study of properties of matter and how it interacts with energy) and physics (study of energy) (Y5).
VCs	7: Plants are organised with roots, stem, leaves and flowers (Y1). 10: There are lots of types of animal, and some types can be grouped as amphibians, birds, fish, mammals and reptiles (Y1). 11: Humans need to exercise, practise good hygiene and eat a healthy and balanced diet to stay healthy. Their diet should be high in fruits and vegetables and low in fats, sugar and salt (Y2).	7: Humans are organised with organs like hearts and lungs, which do particular jobs. The skeleton and muscles allow the body to move. 10: To help scientists make sense of the diversity of organisms, they are classified into different groups. Each group has similar features. 11: A balanced diet includes the right proportions of the main food groups of carbohydrates (starch and sugars), proteins, fats, fibre, vitamins and minerals. Animals, including humans, may get diseases (like scurvy) if they are deficient in vitamins and minerals.	7: A cell is the smallest building block of living things. All organisms are made of cells. There are lots of different types of cell (e.g. sex cells), which each have different purposes (Y5). 10: Classification of organisms (Y6).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- Insects like ants, bees, and ladybirds are animals. Spiders and insects live in the habitats around our school (Rec Spr2). - Plants are classed as living things because they grow, move, reproduce, and need nutrition (Y1 Aut). Animals move from place to place, while plants move on the spot (Y2 Spr). - Animals can be grouped into fish, amphibians, reptiles, birds and mammals (name common examples) (Y1 Sum). - Animals, including humans, reproduce. This means they have offspring that grow into adults (Y2 Aut). - Living things are called organisms (Y2 Spr). - Habitats are the places that living things live. A very small habitat is called a microhabitat (Y2 Spr). - Biodiversity is all the living things in an area (Y2 Spr). - A species is a group of living things that are the same type (Y2 Spr). - The Earth is getting warmer. We call this global warming. Global warming will cause solid ice to melt and become liquid water (Y2 Sum). - Some organisms have endoskeletons, some have exoskeletons, and some have neither (Y3 Aut). - Pollinators like bees and other insects, bats, hummingbirds are vital for the reproduction of many plants. (Y3 Spr2).	Classification refers to a method used to place all living things into groups. Organisms can be classified in a number of ways. - Fish, amphibians, reptiles, birds and mammals are all vertebrates. - Vertebrates have endoskeletons. - Vertebrates can be grouped in a number of ways based on their characteristics, e.g. warm/cold blooded; or physical features like fur, beak, wings etc. Invertebrates can be grouped based on their characteristics as snails and slugs; worms; spiders and insects. - Invertebrates can be placed into groups based on their skeletons; endoskeletons, exoskeletons, or hydrostatic skeletons. - Plants can be grouped into flowering and non-flowering plants. - A species is a group of one type of organism. Individuals in this group can breed with each other to produce offspring that can go on to reproduce. - Protecting biodiversity is important as the different species depend on each other to provide food, shelter and many other resources. This is called interdependence. - Many things threaten biodiversity, including the loss of habitats (from global warming, building and extracting resources), agriculture, and hunting.	- Invertebrates can be grouped based on their characteristics as poriferans (sponges) cnidarians, echinoderms, molluscs, annelids, platyhelminths and arthropods (spiders, insects, crustaceans and myriapods). Plants can be grouped into moss, ferns, conifers and flowering plants (Y6 Spr) - Fungi are different to plants and animals. They cannot make their own food (like animals) but do not move (like plants) (Y6 Spr). - Micro-organisms are organisms that are so small that we cannot see them with our eyes alone (Y6 Spr). - Some fungi are microorganisms (e.g. yeast), but not all are (e.g. mushrooms) (Y6 Spr). - Bacteria are microorganisms, some bacteria can cause disease in other organisms (Y6 Spr). - Variation occurs within and between species (Y6 Aut).
Disciplinary	M&O: Observe using a magnifying glass safely.	Exploring classification debates (e.g. duck-billed platypus) - A&P: Identify scientific evidence that has been used to support or refute ideas. Use a classification key to sort organisms - R&P: Use a classification key to identify an object. Draw a classification key to identify four animals, and then several leaves (using a magnifying glass) - R&P: Draw a dichotomous classification key to help others identify an object.	A&E: Science is never 'complete' and scientists are always working to make models more accurate or to discover new explanations (Y5)
VCs			



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- Materials can be artificial (man-made) or natural (N3-4 Aut1). Geography: We live on Earth (Y1 Aut). - Materials have physical properties that make them better or worse for certain uses, such as waterproof, absorbent, windproof, heatproof, malleable. Materials such as wood, metal, plastic, brick, rock, paper and cardboard have these physical properties to different extents (Y2 Spr). - Living things are called organisms (Y2 Spr). - Everything in the world is either living (or used to be living) or not-living (Y2 Sum). - The word fauna is a word used to describe animal life (Y2 Spr2). - Some animals can be grouped into fish, amphibians, reptiles, birds and mammals (name common examples) (Y1 Sum). - A species is a group of living things that are the same type (Y2 Spr).	- A rock is a naturally occurring material which is made up of different minerals. - The Earth's crust is it's the outermost layer of our planet. It is made of rocks and minerals. - Natural rocks are either igneous, sedimentary or metamorphic. - Man-made rocks, like concrete, are called anthropic rocks. Igneous rock is formed when magma or lava cools down. Sedimentary rock is formed when layers of small sediments are compressed over a long period of time. Igneous rock can become sedimentary rock if it breaks down into small pieces and forms layers. Metamorphic rock is formed when igneous or sedimentary rock is put under lots of pressure. - Different rocks have different properties, including permeable/impermeable. - A fossil is physical evidence of an ancient plant or animal , this could be their preserved remains or other traces that they made when they were alive. Trace fossils are not physical remains of organisms; they are indirect evidence of life. Examples include imprints of, or marks left by, an organism, such as a footprint, imprint of a feather or poo. - Fossils can be formed when an organism or trace is buried under sediment. The remains break down slowly and, as layers of sediment build up, the layers are squashed, turning them into sedimentary rock. Fossils can also form when dead organisms are frozen in ice or preserved in amber. Mega fauna are very large animals. Fossils provide evidence for megafauna that are extinct. - When there are no living individuals of a species, that species is extinct. Soil is a mixture of tiny pieces of rock, dead plants and animals, air and water. Different soils have different properties.	History: Rocks that build historical monuments including Stonehenge and the Great Pyramid in Egypt (Y3). History: Importance of fossils in archaeology (Y6). Geography: Beneath the Earth's solid crust is a hot layer called the mantle (Y3). Geography: Volcanic eruptions release magma (Y3 Spr). - Fossils provide evidence for evolution, because they show how organisms have changed over time (Y6 Aut). - The rock cycle and the formation of igneous, sedimentary and metamorphic rocks (KS3). - The composition of the Earth (KS3). - Earth as a source of limited resources and the efficacy of recycling (KS3).
Disciplinary	- A&P: Scientists group based on their properties (Y1 Spr). - M&O: Make systematic observations (Y2 Aut). - R&P: Use a pair of axes to classify items based on the extent to which it displays two properties (Y2 Spr).	Make observations about rocks using senses and magnifying glass, and classify them in a Carroll diagram/pair of axes	
VCs	5A: Some plants grow in soil (Y1). 9: A species is a group of living things of the same type (Y2).	5A: Rocks are formed when placed under pressure. Much of the solid surface of the Earth is covered in soil, which is a mixture of pieces of rock of various sizes and the remains of organisms. Some soil also contains air, water and some nutrients. There are three main kinds of rock: igneous, sedimentary and metamorphic, which each have different composition and properties. 9: When there are no living individuals of a species to reproduce, the species is extinct. 10: We know about extinct and dead species from fossils. These are the preserved remains (or traces) of organisms that lived many years ago.	5A: Geography – The Earth has four layers. Its upper layer of tectonic plates move. Shield and composite volcanoes can form at plate boundaries, which produce lava, pyroclastic flows and lahars (Y3). 10: Fossils provide evidence for evolution (Y6).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- How slow/fast a vehicle moves along a track depends on how hard/gently it is pushed/pulled, how steep the slope is, or whether there is an obstacle in its way (N3-4 Spr1). - How slow/fast a boat moves across the water depends on how hard/gently we blow at them through straws (N3-4 Spr1). - Solids keep their shape unless a force is put on it. They will change their shape if you cut or squash them (Y2 Sum).	Forces are pushes or pulls. - Forces arise when objects interact with each other. - Forces can cause a change in speed, direction or shape of an object. - Forces act in particular directions. - We use arrows to show the size of the force and the direction it acts in. - Forces that act in opposite directions are called opposing forces. - Forces that act in opposite directions and are equal are described as balanced forces. - When forces are balanced, there is no change in the speed, direction or shape of an object. - Forces that act in opposite directions and are not equal are described as unbalanced forces. - When forces are unbalanced, there is a change in the speed, direction and/or shape of an object. Friction is a force between two surfaces that are sliding or trying to slide over each other. - The bumpier or rougher the surfaces, the more friction there will be.	- Contact forces require contact between two objects (e.g. friction). Non-contact forces can affect an object at a distance (e.g. magnetism) (Y3 Sum2). - Magnetism is a non-contact force exerted by magnets when they attract or repel each other (Y3 Sum2). - Gravity is a non-contact force (Y5 Sum). - Air and water resistance are contact, frictional forces (Y5 Sum).
Disciplinary	Mathematics: Measure length and height (cm/m) (Y2). - A&P: Science is studied as three disciplines: biology (study of organisms), chemistry (study of materials) and physics (study of energy) (Y3 Spr). - A&P: Dependent, independent and control variables (Y3 Aut). - R&P: Design a table to collect data with the appropriate number of rows and columns and correct headings. - A&E: Make simple statements about the results of an enquiry.	Investigate how the surface of a ramp affects the distance a car will travel - M&O: Taking multiple readings allows you to see if your data is repeatable and helps you identify anomalous results. Anomalous results should be discarded and re recorded. - M&O: Data is repeatable if the same person repeats the investigation and gets the same results; data is reproducible if the investigation is repeated by a different person and the results are the same. - A&E: Draw conclusions (e.g. 'the greater the... , the greater the...').	- The difference between accurate data and precise data (KS3). - Using the mean as a method of analysing a set of data (Y6).
VCs	3: We can move or change the shape of objects by pushing and pulling: by squashing, bending, twisting or stretching the materials (Y2).	3: Forces act in pairs. Forces acting against each other are opposing. If opposing forces equal, they are balanced, and the object's motion will stay the same; this includes staying stationary. If opposing forces are unequal, they are unbalanced will change an object's speed, direction or shape. Friction is a force that will slow an object down (Y3).	3: Friction is an example of a contact force (Y3).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- Common materials include wood, paper, metal, glass, water, rock (Y1 Spr). - Materials have different physical properties, some materials are hard whilst others are soft, some can be described as rough whilst others are smooth, some are dull whereas others are shiny (Y1 Spr). - Materials can be grouped in a number of ways based on their physical properties (Y1 Spr). - The material that we choose to make an object from depends on its purpose (e.g. no chocolate kettle) (Y1 Spr).	Electrical appliances have a purpose and require electricity to work (e.g. toaster, kettle, fan, phone, game). - Electrical appliances should be switched off when not in use. - A lamp in a circuit will only light if there is a complete circuit. - A complete circuit must have at least one cell and have all the components connected in a loop. If it is missing any of these things it is an incomplete circuit. Switches complete or break a circuit. - A short circuit can be created by accident by connecting just the wire to the cell in a circuit. They can be dangerous. - Components include wire, lamp, buzzer, motor or switch. - Materials that allow electricity to pass through them easily are called electrical conductors. - Metals and water are good conductors of electricity. - Materials that do not allow electricity to pass through them easily are called electrical insulators. - Plastic, rubber, wood, glass, paper and fabric are electrical insulators.	- In a circuit that has a battery, the battery is the chemical store of energy. Energy is transferred electrically to the device in the circuit but the device does not store the energy, the device changes the way the energy is transferred (Y5 Aut). - There are recognised symbols for cell, lamp, buzzer, motor, and switch. Wires are represented with straight lines (Y6 Aut). - Increasing the voltage in a circuit will increase the brightness of a lamp and increase the volume of a buzzer (Y6 Aut). - The more components in the circuit, the dimmer the lamps in the circuit (Y6 Aut). - As long as batteries have the same voltage, the size of the battery does not affect the brightness of the lamp/loudness of the buzzer (though the smaller batteries will not last as long as the larger ones) (Y6 Aut).
Disciplinary	- A&P: Dependent, independent and control variables (Y3 Aut). - A&P: Scientists identify factors in an investigation that should be controlled, and try to find ways to control them (Y3 Aut). - A&P: Scientists identify potential hazards in their experiments and plan ways to reduce them (Y2 Aut). - A&E: Use findings of investigation to make further predictions (Y3 Sum). - R&P: Design a table to collect data with the appropriate number of rows and columns and correct headings (Y3 Spr).	<i>Investigate which materials are electrical conductors and which are electrical insulators</i> - A&P: Draw diagram of the investigation. - R&P: Present information in a written format.	
VCs			



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- Magnetic materials are attracted to magnets (N3-4 Spr1). - Magnets can repel or attract each other, depending on which way they are held to each other (N3-4 Spr1). - Objects have a name and often have a purpose. For example, a cup is the object, and its purpose is for drinking from. The material is what an object is made of, for example a cup can be made of paper or plastic (Y1 Spr). - Forces are pushes or pulls (Y3 Sum). - Forces can cause a change in speed, direction or shape of an object (Y3 Sum). - Forces act in particular directions (Y3 Sum). - Forces that act in opposite directions are called opposing forces (Y3 Sum). - Forces that are equal and act in opposite directions are described as balanced forces, they cancel each other out (Y3 Sum). - Friction is a force between two surfaces that are sliding or trying to slide over each other. Geography: The North Pole and the South Pole are at the top and bottom of the Earth (Y1 Spr).	Contact forces require contact between two objects (e.g. friction). Non-contact forces can affect an object at a distance (e.g. magnetism). - Friction is a contact force because it requires the two objects to be touching. Magnetism is the force exerted by magnets when they attract or repel each other. - Magnets can exert a force at a distance, so is a non-contact force. - Magnets have a north and a south pole. - If opposite poles are facing, the magnets will be attracted to one another (the magnets pull towards each other). If the same poles are facing, the magnets will repel (the magnets will push away from each other). - Magnets attract objects made from magnetic materials. - Some metals are magnetic but not all are. Plastics, wood, fabric, glass are all non-magnetic. - The closer to the poles of the magnet, the stronger the magnetic force. - Magnetic forces act at a distance (non-contact force) and can act through materials. - A stronger magnet can attract an object through thicker layer of material compared to a weaker magnet. - The stronger the magnet, the heavier the object it can attract.	- Force is measured in newtons (Y5 Sum), - Gravity is a non-contact force that pulls all objects towards each other (Y5 Sum), - The greater the mass of an object, the greater the gravitational pull around it (Y5 Sum), - Gravity is most commonly experienced as the pull of the Earth (and all objects on it) towards each other (Y5 Sum), - The Earth's gravitational pull is so large that all objects - regardless of how heavy they are - are pulled towards Earth at the same rate (Y5 Sum), - Air resistance is a frictional force that acts between air and a moving object to slow it down (Y5 Sum), - Water resistance is a frictional force that acts between water and a moving object to slow it down (Y5 Sum),
Disciplinary	- Mathematics: Measure length and height (cm/m) (Y2). - A&P: Dependent, independent and control variables (Y3 Aut). - A&E: Draw conclusions (e.g. 'the greater the... , the greater the...').	Test which materials are magnetic, and use this knowledge to make predictions about which objects will be magnetic. - A&E: Use findings of an investigation to make further predictions. - A&E: Suggest ways to improve practical procedures to obtain more accurate measurements.	
VCs	2: Magnets can attract or repel other magnets. Magnets attract magnetic objects (EYFS). 3: Friction is a force that will slow an object down (Y3).	2: The non-contact force of magnetism mean magnets can attract or repel other magnets and attract objects made of magnetic materials. 3: Friction is an example of a contact force.	2: The non-contact force of gravity pulls objects towards the centre of the Earth (Y5).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- Forces are pushes or pulls that act in particular directions. They can cause a change in speed, direction or shape of an object (Y3 Sum). - Forces that act in opposite directions are called opposing forces (Y3 Sum). - Forces that are equal and act in opposite directions are described as balanced forces. They 'cancel each other out' (Y3 Sum). - When forces are balanced, an object will move at a constant speed in the same direction. This includes being stationary (Y3 Sum). - Contact forces require contact between two objects (e.g. friction). Non-contact forces can affect an object at a distance (e.g. magnetism) (Y3 Sum). - Friction is a force between two surfaces that are sliding or trying to slide over each other (Y3 Sum). - Friction is a contact force because it requires the two objects to be touching (Y3 Sum). - The bumpier or rougher the surfaces, the more friction there will be (Y3 Sum).	Force is measured in newtons (N). Gravity is a non-contact force that pulls all objects towards each other. The greater the mass of the object, the greater the gravitational pull around it. Gravity is most commonly experienced as the pull of the Earth (and all objects on it) towards each other. - The Earth's gravitational pull is so large that all objects - regardless of how heavy they are - are pulled towards Earth at the same rate. Mass is a measure of how much matter something is made from, which is measured in kg (or equivalent). The mass of an object is always the same. Weight is a force, it is measured in newtons (N). - The weight of an object will differ depending on the force of gravity. Air resistance is a frictional force that acts between air and a moving object to slow it down. Surface area is the area that is facing the direction the object is travelling in. The larger the surface area of an object, the greater the air resistance. Water resistance is a frictional force that acts between water and a moving object to slow it down. Levers, pulleys and gears allow a smaller force to have a greater effect. Examples of levers, pulleys and gears include wheelbarrows, lifts, bicycle gears, in construction. - Levers consist of a beam and a fulcrum (pivot). Effort lifts a load. The greater the distance from the effort to the fulcrum, the less effort is required to move the load. Upthrust is an upwards force that a liquid (and a gas) exerts on an object floating in it. - If upthrust is equal to the weight of an object it will float.	- The Earth's Moon is smaller than the Earth and has less mass, so its gravitational force is less (Y5 Sum). - Using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces (KS3). - Moment as the turning effect of a force (KS3). - Forces associated with deforming object; stretching and squashing- springs (KS3). - Measurement of stretch or compression as force is changed (KS3). - Work done and energy changes in deformation (KS3). - Non-contact forces: gravity forces acting at a distance on earth and in space, forces between magnets and forces due to static electricity (KS3). - Opposing forces and equilibrium; weight held by stretched spring or supported on a compressed surface (KS3). - Forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (KS3). - Change depending on direction of force and its size (KS3).
Disciplinary	Mathematics: Round numbers with 1 decimal place to the nearest whole number (Y4); Understand difference between discrete and continuous data (Y4); Interpret and construct bar and line graphs (Y4); Area is the space inside a shape and can be measured by counting squares (Y4). A&P: Dependent, independent and control variables (Y3 Aut). M&O: Taking multiple readings allows you to see if your data is repeatable, and helps identify outliers (Y3 Sum).	Investigate how much force is required to pull objects over different surfaces - M&O: Measure force using a Newtonmeter. Investigate how surface area affects air resistance, and how shape affects water resistance - R&P: Line graphs can be used when data is continuous; bar charts can be used when data is discrete. - A&E: Make judgements on the accuracy of the data.	
VCs	2: A non-contact force is one that can act at a distance (Y3). 3: Forces act in pairs. Forces acting against each other are opposing. If opposing forces equal, they are balanced, and the object's motion will stay the same; this includes staying stationary. If opposing forces are unequal, they are unbalanced will change an object's speed, direction or shape (Y3).	2: The non-contact force of gravity pulls objects towards the centre of the Earth. 3: There is gravitational force between all objects, but it is only felt when one or more of the objects has a very large mass. The greater the mass, the greater the gravitational force. Objects on Earth are pulled to the centre of the Earth because the Earth's mass and therefore gravitational force is much larger than that of the objects.	3: The downward force of gravity on an object on the Moon is less than that on Earth because the Moon has less mass on Earth (Y5).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	• Geography: We live on the Earth (Y1 Aut). • Daytime is when the Earth is facing the sun; nighttime is when the Earth is facing away from the sun (Y1 Aut). • The Moon is more visible at night (Y1 Aut). • Animals, including humans, need food, water, oxygen and the right temperature to survive (Y2 Aut). • Light travels in a straight line (Y3 Aut). • Sources of light emit their own light, and others reflect light. (Y3 Aut). • Shadows form behind an opaque object when light from a source is blocked (Y3 Aut). • Sound travels through a medium; it cannot travel in a vacuum (Y4 Spr). • Gravity is a non-contact force that pulls all objects towards each other. • The greater the mass of the object, the greater the gravitational pull around it (Y5 Sum). • Air resistance is a frictional force that acts between air and a moving object to slow it down (Y5 Sum). • Mass is a measure of how much matter something is made from, which is measured in kg (or equivalent). The mass of an object is always the same. Weight is a force, it is measured in newtons (N). The weight of an object will differ depending on the force of gravity (Y5 Sum).	• The universe is made up of many galaxies. Our galaxy is called the Milky Way. • The Milky Way is made up of lots of solar systems. • Our solar system consists of a star (Sun), planets (which orbit a star), satellites (which orbit planets), and other bodies including asteroids, meteoroids, meteors and meteorites. The Sun is at the centre of the solar system - the heliocentric model. • The sun, planets and moons are approximately spherical bodies. • Planets orbit the Sun in the same plane; moons orbit planets. They are held in their orbits by gravity. • The Earth takes 365.25 days to orbit the sun (one year). Every four years our Earth year is one day longer, this is called a leap year, this year accounts for the four 0.25 days. • There are eight planets (M, V, E, M, J, S, U and N). Each planet has different characteristics, e.g. temperature; time taken to orbit the sun; number of moons; size. • The Earth rotates on its axis once every 24 hours, so only half of the Earth is facing the Sun at any one time; this creates night and day. • The Earth's rotation means that the sun appears to 'rise' in the east and 'set' in the west. • The Moon orbits the Earth in 28 days and, during this time, the sun shines on different parts of it. This creates phases of the Moon, including new moon, crescent, quarter moon, gibbous moon and full moon. • Space is a vacuum, which means there are no particles. • The Earth's Moon has less mass, so its gravitational force is less. • Geography: Vertical lines called meridians split the Earth into 24 different time zones. • Geography: Each time zone is x hours ahead or behind London, at the Prime Meridian. • Geography: Some countries choose to operate in multiple time zones.	• The Earth's tilt creates seasons, and different day lengths at different times of the year (KS3). • Calculating gravity force on different planets and stars (KS3). • The light year as a unit of astronomical distance (KS3). • Movement of stars and constellations (KS3).
Disc.	• Mathematics: Number of minutes in an hour; hours in a day (Y3); Number of days in a month, year and leap year (Y3). • A&E: Identify scientific evidence that has been used to support or refute ideas (Y4 Aut).	Look for patterns between a planet's distance from the Sun and its temperature and size. Consider how the number of planets that humans consider to be planets has changed over time. • A&E: Science is never 'complete' and scientists are always working to make models more accurate or to discover new explanations.	• Scientists seek to understand how accurate their results are, and how confident they can be in their findings (KS3).
VCs	• 3: There is gravitational force between all objects, but it is only felt when one or more of the objects has a very large mass. The greater the mass, the greater the gravitational force. Objects on Earth are pulled to the centre of the Earth because the Earth's mass and therefore gravitational force is much larger than that of the objects (Y5). • 5B: Air is a mixture of lots of different gases, including oxygen and carbon dioxide. • 6: The Sun emits light, some of which reaches Earth. The moon reflects light from the Sun (Y3).	• 3: The downward force of gravity on an object on the Moon is less than that on Earth because the Moon has less mass on Earth. • 5B: There is less and less air further away from the Earth's surface; space is a vacuum. • 6: Our Sun is one of many stars that make up the Universe. The distances between us and the bodies in solar system is huge, and even bigger in the Universe.	• 3: How quickly an object's motion is changed depends on the force acting and the object's mass. The greater the mass of the object, the longer it takes to speed it up or slow it down (inertia). (KS3) • 6: The movements of galaxies suggest that the Universe is expanding from a past state called the 'big bang'. (KS3)



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- Parents and their young animals look similar and different (N3-4 Spr2). - Germination is the development of a plant from a seed. During germination roots and shoots emerge and grow (Y2 Aut). - Some plants grow from bulbs (Y2 Aut). - A seed is the embryonic stage of the plant life cycle (Y2 Aut). - Animals, including humans, reproduce. This means they have offspring that grow into adults (Y2 Aut). - As animals grow they get bigger, some animals change during their life cycle as the mature (e.g. tadpole to frog) (Y2 Aut). - The four main stages of the plant's life cycle include germination, pollination, fertilisation and seed dispersal (Y3 Spr). - Pollination and fertilisation usually takes place in flowers. Dispersal is important to make sure there is enough space for seeds to germinate and plants to grow (Y3 Spr). - A species is a group of one type of organism, individuals in this group can breed with each other to produce offspring that can go on to breed (Y4 Aut). - Fish, amphibians, reptiles, birds and mammals are all vertebrates (Y4 Aut). - Invertebrates can be grouped based on their characteristics as snails and slugs; worms; spiders and insects (Y4 Aut).	- A cell is the smallest building block of living things. All organisms are made of cells. - There are lots of different types of cell, which each have different purposes. - Plants and animals look similar to their parents in many features because information is passed from one generation to the next. This information comes from the parents' genome. Sexual reproduction involves two parents - usually male and female - creating a new organism by mixing their genomes. - Sexual reproduction begins with fertilisation of an egg, which mixes the genes from two parents. Fertilisation can be internal or external. - After an egg is fertilised, an embryo will develop. Embryos develop inside the body in the gestation period for viviparous animals. Embryos develop outside the body in eggs for oviparous animals. - Viviparous animals are born, oviparous animals hatch from eggs, plant seeds germinate. - Almost all mammals are viviparous; all birds and most amphibians are oviparous. - Amphibians and most insects undergo metamorphosis. - Life cycle of: - hedgehog: internal fertilisation, gestation, hoglet, adult. - peregrine falcon: internal fertilisation, incubation in eggs, hatchling, fledgling, adult. - frog: external fertilisation, frogspawn, tadpole, adult frog (metamorphosis). - ladybird: internal fertilisation, eggs hatch, larva, pupa, adult. - Most plants have both male and female parts. - The male part of the plant is called the stamen, made up of the anther and filament, and the anther produces pollen grains. - The female parts of the plant are the ovary (which produces the female sex cells which are contained in the ovule) and the stigma which collects pollen. Asexual reproduction does not involve sex cells or fertilisation. Only one parent is needed and offspring are (genetically) identical to the parent and each other. - Potatoes develop tubers and daffodils have bulbs, which will grow to be identical copies of the plant.	- The human life cycle goes through the same stages as those for other animals: fertilisation, gestation, growth (Y5 Spr). - Humans are viviparous and a foetus develops inside the mother (or surrogate mother). A human embryo is considered a foetus at the end of the 8th week of pregnancy (Y5 Spr) - The gestation period for humans is 40 weeks - The bigger the animal, the longer the gestation period (Y5 Spr2). - A foetus is considered a baby when it is born (Y5 Spr). - Fertilisation in most humans is internal, but it can happen externally (in vitro fertilisation - IVF - which means 'in glass' fertilisation) (Y5 Spr).
Disciplinary	- A&P: Scientists conduct secondary research to learn from what other scientists have already learned (Y1 Spr). - A&P: Science is studied as three disciplines: biology (study of organisms), chemistry (study of properties of matter and how it interacts with energy) and physics (study of energy) (Y5). - M&O: Gather information from text/books/images (Y1 Aut) and the internet (Y3).	Using images, text and the internet to research internal and external fertilisation, and viviparous and oviparous organisms	
VCs	7: Humans are organised with organs like hearts and lungs, which do particular jobs. The skeleton and muscles allow the body to move (Y3).	7: A cell is the smallest building block of living things. All organisms are made of cells. There are lots of different types of cell (e.g. sex cells), which each have different purposes. 9: An organism's genome is the information that controls how that individual organism will develop. In sexual reproduction, two parents contribute to the formation of offspring. They each pass down half their genome through specialised cells called sex cells. The two halves are combined during fertilisation. While it inherits genetic information from both parents, the offspring's genome is distinct, which means the offspring is not identical to a parent. Asexual reproduction involves only one parent. In this process, the offspring's genome is an exact copy of the parent's genome. The offspring is identical to the parent.	7: All organisms are made of one or more cells. All the basic functions of life – growth, reproduction, extracting energy from food – are the results of what happens inside cells. Cells are often aggregated into tissues, tissues into organs, and organs into organ systems (KS3). 9: In a human body, most cells contain 23 pairs of chromosomes. These provide information that is needed to make more cells in growth and reproduction (KS3).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- Living things have adapted to their environment. This means they may not be able to survive in other habitats (Y2 Spr). - A fossil is physical evidence of an ancient plant or animal, this could be their preserved remains or other traces that they made when they were alive. Trace fossils are not physical remains of living things they are indirect evidence of life (Y3 Aut). - A species is a group of one type of organism, individuals in this group can breed with each other to produce offspring that can go on to breed. (Y4 Aut). Geography: Animals and plants have adapted to life in the rainforest (buttress roots, lianas, spider monkey, toucan, and fire ants) (Y4 Spr). - Sexual reproduction is two parents - usually male and female - create a new organism by mixing their genomes (Y5 Spr). History: Homo sapiens first lived in East Africa ~200,000 BC and migrated across the world over 1000s of years (Y5 Sum). Geography: Flora and fauna that have adapted to life in the tundra (Arctic hare, polar bear) hot desert (cactus, camel, Saharan silver ant, cape ground squirrel) temperate forest (deciduous and coniferous trees, red squirrels, hedgehogs, and southern wood ants) coral reefs (soft coral, pistol shrimp & goby fish, octopus & grouper) (Y5 Sum).	Variation occurs within and between species. - Variation can be environmental or genetic, or a mixture of both. Genetic variation happens randomly through the mixing of genomes in sexual reproduction. - Some variation is advantageous to the organism in their environment; sometimes it is disadvantageous; and sometimes it gives no advantage/disadvantage. - An organism with advantageous traits are more likely to survive and reproduce, passing those traits to the next generation. This is called natural selection. - These advantageous traits - adaptations - can be physiological, structural and behavioural. - Over many generations, the species will evolve so that all organisms have this adaptation/advantageous trait. Homo sapiens originated in many parts of Africa. Fossils provide evidence for evolution, because they show how organisms have changed over time. - Scientists involved in the development of evolutionary biology include Al-Jahiz, Charles Darwin, Alfred Wallace, Mary Anning and Dr Danielle Lee.	- Hereditary is the process by which genetic variation is transmitted from one generation to the next (KS3). - Chromosomes are made of DNA. Small sections of DNA are called genes. We inherit genes from our parents, and this is how genetic variation is transmitted from one generation to the next (KS3). - Variation between individuals of the same species is either continuous or discontinuous, this variation means that some individuals will compete more successfully and are more likely to survive, this drives a process known as natural selection. In this process advantageous versions of genes are passed onto offspring (KS3). - Changes to the environment can lead to individuals of some species or even entire species less well adapted to their environment. This can lead to extinction. Biodiversity is important and we need to maintain it (KS3).
Disciplinary	- A&E: Identify scientific evidence that has been used to support or refute ideas (Y4 Aut). - R&P: Use a Venn diagram to classify items into two or three sets based on properties (Y1 Sum). - A&P: Science is never 'complete' and scientists are always working to make models more accurate or to discover new explanations (Y5 Sum).	Sort variations within species in a Venn diagram, based on whether they are genetic, environmental or a mixture of both. Identify how evidence of fossils has been used to support or change the theory of the evolution of Homo sapiens.	
VCs	10: Living things are adapted to their environments. If the environment changes, the organisms may no longer be adapted and may struggle to survive (Y2).	10: Variation exists within species, caused by genetic and environmental factors. Living things are found in certain environments because they have the features that enable them to survive there. This adaptation to their environment has come about because of the small differences that occur during reproduction, resulting in some individuals being better suited to the environment than others. In the competition for materials and food, those that are better adapted will survive and are more likely to pass on their adapted feature to their offspring. Fossils are evidence of evolution.	10: The natural selection of organisms has been going since the first form of life appeared on Earth 3.5 billion years ago. Multi-cellular organisms evolved around 2 billion years ago (KS3).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	• Talk about how they have changed from being a baby (N3-4 Aut1). • Humans are made of many different body parts including head, neck, back, ears, eyes, nose, mouth, arms, shoulders, elbows, hands, fingers, legs, knees, feet, toes, ears, eyes, nose, mouth, arms, legs, hands, feet, toes (Y1 Sum). • Plants and animals look similar to their parents in many features because information is passed from one generation to the next. This information comes from the parents genome (Y5 Spr). • Sexual reproduction is two parents - usually male and female - create a new organism by mixing their genomes (Y5 Spr). • Sexual reproduction begins with fertilisation of an egg, which mixes the genomes from two parents (Y5 Spr). • Fertilisation can be internal or external (Y5 Spr). • After an egg is fertilised, an embryo will develop (Y5 Spr) . • Almost all mammals are viviparous (Y5 Spr). • Embryos develop inside the body in the gestation period for viviparous animals. (Y5 Spr). • Viviparous animals are born, oviparous animals hatch from eggs, plant seeds germinate (Y5 Spr).	• The human life cycle goes through the same stages as those for other animals: fertilisation, gestation, growth. • Fertilisation in most humans is internal, but it can happen externally (in vitro fertilisation - IVF - which means 'in glass' fertilisation). • The human life cycle: embryo, foetus, infant, child, adolescent, adult, senior. • Human are viviparous and a foetus develops inside the mother (or surrogate mother). • A human embryo is considered a foetus at the end of the 8th week of pregnancy. • The gestation period for humans is 40 weeks. • The bigger the animal, the longer the gestation period. • A foetus is considered a baby when it is born. • Cognitive, physical and social and emotional development takes place at the greatest rate during infancy. • During puberty, adolescents' bodies change, e.g. pubic hair, voice deepen, hips widen. • Primary ageing of adults occurs naturally as our bodies get older (e.g. slower reaction time, reduced hearing). • Secondary ageing relates to environmental factors, like poor diet, not enough exercise, smoking etc. • There are ages where humans at their peak for different things (e.g. reproduction, running etc.). • Different cultures around the world have different perceptions around the life cycle and ageing.	• The structure and function of the male and female reproductive systems (KS3). • The female menstrual cycle (KS3). • The male and female gametes, as specialised cells (KS3). • Fertilisation, gestation and birth (KS3). • The effect of maternal lifestyle on the foetus (through the placenta) (KS3).
Disciplinary	• Mathematics: Use coordinates in the first quadrant (Y4); Interpret and construct line graphs (Y4). • A&P: Scientists look for patterns in the world around them (Y1 Aut). • A&P: Set a hypothesis to test (Y4 Spr). • A&E: Draw conclusions (e.g. 'the greater the..., the greater the...') (Y4 Spr). • Geography: Recognise that people have differing opinions about environmental issues (Y4 Spr).	Draw a scatter graph to suggest whether there is a relationship between animal size and length of gestation period • A&P: Scientists look for patterns in data to try to identify correlations. • R&P: Scatter graphs can help you decide if there is a relationship between two variables. Discuss one aspect of IVF that is appropriate to your class (e.g. who in the world has access; post code lottery within the UK) • A&E: Some people may agree or disagree with the use of some scientific discoveries.	• Debates around more divisive ethical issues and questions (KS3).
VCs	• 11: Humans need to exercise, practise good hygiene and eat a healthy and balanced diet to stay healthy. Their diet should be high in fruits and vegetables and low in fats, sugar and salt (Y2).	• 11: Healthy development includes cognitive, physical, social and emotional development. Most of this happens during infancy and childhood. Ageing happens naturally, and can be sped up by environmental factors like smoking. Some adults are unable to become pregnant. IVF and other treatments can be used.	• 11: The biological causes and effects of diseases (e.g. coeliac disease and emphysema), exercise, lifestyles (e.g. vaping) and deficiencies on the body (KS3).

Year 6: Summer 2: Cycle A

Biology: Functions of the Human Body



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- Humans are made of many different body parts (Y1 Sum). - Humans need exercise to stay healthy (Y2 Aut). - Living things move, reproduce, are sensitive to their surroundings, grow, need oxygen, get rid of their waste, and need nutrition (MRS GOWN) (Y2 Spr) - Humans need a balanced diet of these food groups (Y3 Spr). - Organs are parts of the body that do a particular job, the heart pumps blood around the body and the lungs are used for breathing which gets air into your body (Y3 Spr). - Oxygen and carbon dioxide are found in the air (Y3 Spr). - The digestive system is the group of organs that help your body digest food (Y4 Aut). - Food is further broken down (chemical digestion) in the small intestines where most of the nutrients are absorbed (Y4 Aut). - A cell is the smallest building block of living things. All organisms are made of cells (Y5 Spr). - There are lots of different types of cell, which each have different purposes (Y5 Spr).	- Living things move, reproduce, are sensitive to their surroundings, grow, respire, excrete, and need nutrition (MRS GREN). Respiration provides the energy needed for organisms to function. Oxygen and glucose (a sugar) are needed by cells for respiration. Carbon dioxide is a waste product of respiration and needs to be excreted. Blood carries oxygen, glucose, nutrients, and carbon dioxide to and from cells around the body. - The heart is a muscle that pumps the blood through the blood vessels. - The heart pumps deoxygenated blood to the lungs, where oxygen is transferred to it, and it flows back to the heart. The heart pumps oxygenated blood to the rest of the body, where the oxygen is transferred to the organs/muscles and carbon dioxide is transferred to the blood. Deoxygenated blood then travels back to the heart to begin the process again. Glucose and nutrients are absorbed by the blood along the small intestine and transported to cells. Arteries carry blood away from the heart. Arteries have thick walls because they carry blood from the heart which is at a high pressure. Blood is being pumped through very quickly. Arteries mostly carry oxygenated blood. Veins carry blood back to the heart. They mostly carry deoxygenated blood. - Arteries branch into smaller blood vessels called capillaries, which are very small and supply our cells with oxygen, glucose and nutrients. Capillaries collect carbon dioxide from cells and merge into veins. - The heart rate is how quickly the heart pumps. It is usually measured in beats/min. Muscles need more oxygen when they are being used in exercise, so the heart rate increases. - Being healthy means being in a state of physical, mental and social wellbeing and free from disease. - Diet and exercise can have a positive effect on our bodies. Other lifestyle choices impact our health. - A drug is a substance that, when taken into the body, has an effect on it. Some drugs (medicines) are helpful, and some are only harmful. All drugs are harmful when taken in the wrong quantities. - Tobacco smoke contains nicotine, tar and carbon monoxide. These have a damaging effect on the body.	- The hierarchical organisation of multicellular organisms. Organisms consist of organ systems which are made of organs. Organs are a collection of different tissues and tissues are made of cells. An example being the circulatory system (KS3). - Aerobic respiration occurs in the cells of organisms, it involves the breakdown of organic molecules (sugar) and using oxygen (KS3). - The blood is oxygenated in the lungs and this is transported to the organs (and cells) that require it for aerobic respiration, along with sugar, by the blood vessels in the circulatory system (KS3). - Gas exchange systems in humans are adapted to their function as they have many alveoli which provides a large surface area for diffusion (KS3). - The mechanism of breathing moves air in and out of the lungs (KS3). - The role of diffusion in the movement of materials in and between cells (KS3). - The impact of smoking on the human gas exchange surface (KS3).
Disciplinary	Mathematics: Calculate/ interpret the mean (Y6). - A&P: Make a prediction based on substantive knowledge (Y2 Aut); A&E: Use scientific understanding to explain their findings (Y3 Sum). - M&O: Taking multiple readings allows you to see if your data is repeatable and helps identify outliers.	<i>Investigate the effect of exercise on heart rate</i> - M&O: Planning to take multiple readings allows anomalous data to be identified and enables a mean to be calculated. Repeats show if our data is repeatable. - A&E: Calculating the mean can be used as a method of analysing data. <i>Research effects of smoking on the human body, and how our scientific understanding has changed over time, including in the current day.</i>	
VCs	4: All living things need food to give them energy and other things (Y2). 7: A cell is the smallest building block of living things. All organisms are made of cells (Y5). 8: Living things move, reproduce, are sensitive to their surroundings, grow, need oxygen, get rid of their waste, and need nutrition (MRS GOWN) (Y2). 11: Ageing happens naturally, and can be sped up by environmental factors like smoking (Y5).	4: All organisms respire. 7: Respiration takes place in cells. 8: Living things move, reproduce, are sensitive to their surroundings, grow, respire, excrete, and need nutrition (MRS GREN). 11: Being healthy means we are in a state of physical, mental and social well being and are free from disease. Some drugs can help us and some can harm us (particularly in the wrong quantities).	4: Biological process of respirations, including reactants and products (KS3). 7: All organisms are made of cells. All the basic functions of life are the results of what happens inside cells. Cells are often aggregated into tissues, tissues into organs, and organs into organ systems (KS3). 11: The biological causes and effects of diseases, exercise, lifestyles and deficiencies on the body (KS3).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- Types of weather include sunny, rainy, windy and snowy (N3-4 Aut1). - Identify appropriate clothes to go outside in different types of weather (N3-4 Aut1). - Some animals, like bears, hibernate in the winter (N3-4 Aut1). - There are differences in the wildlife we see and the weather in spring and winter (Rec Spr2). - Coniferous plants keep their leaves all year round (e.g. pine, yew, juniper in UK) (Y1 Aut). - Deciduous plants lose their leaves in winter (e.g. oak, silver birch, horse chestnut, sycamore, ash) (Y1 Aut). Geography: We live on the Earth (Y1 Aut).	Weather is a description of what the conditions are like in a particular place. - Examples of weather include sunny, rainy, windy, warm, cold, cloudy, drizzle, snow, stormy (with thunder and lightning). - The weather can change rapidly in one day (e.g. sunny morning and rainy afternoon). - The UK and our local area have daily weather patterns. Extreme weather is very different from the weather that you would usually expect to see in the country. - There are four seasons: spring, summer, autumn and winter. - The weather changes gradually as we move from season to season. - Recognise differences between four seasons in terms of living things (trees lose leaves; flowers drop and we see different animals, such as butterflies in the summer). Daytime is when the Earth is facing the Sun; nighttime is when the Earth is facing away from the Sun. - In the summer that there are more hours of daylight and in winter there are fewer hours of daylight. - The Moon is more visible at night.	- Earth rotates in 24 hours, meaning that only half of the Earth is facing the Sun at any one time; this creates night and day (Y5 Sum). - The Moon orbits the Earth in 28 days and, during this time, the sun shines on different parts (Y5 Sum). - Seasons are caused by the Earth's tilt (KS3).
Disciplinary		Conduct geographical/scientific fieldwork and observe/collect data about the weather. - A&P: Scientists and geographers look for patterns in the world around them. - R&P: Record numerical or descriptive observations in a table. Use information from images of four seasons to identify and record differences in wildlife and weather in four seasons - M&O: Gather information from text/books/images.	- A&P: Scientists look for patterns in data to try to identify correlations (Y5). - M&O: Gather information from the internet (Y3).
VCs	5B: Types of weather include sunny, rainy, windy, and snowy. We experience different types of weather in different seasons (focus on spring and winter) (EYFS). 6: Naming the Sun, Earth and Moon (EYFS).	5B: The weather can change rapidly. The four different seasons have different weather patterns. 6: Daytime is when the Earth is facing the Sun; nighttime is when the Earth is facing away from the Sun.	5B: Global warming describes the increase in Earth's average temperatures (Y2). 6: The Sun as a star in our universe; Earth as a planet and the Moon as a satellite (Y5).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- Animals can be grouped into fish, amphibians, reptiles, birds and mammals (name common examples) (Y1 Sum). - Animals can be placed into different groups (carnivores, herbivores and omnivores) based the foods they eat (Y1 Sum). - Materials have different physical properties, some materials are hard whilst others are soft, some can be described as rough whilst others are smooth, some are dull whereas others are shiny (Y1 Spr).	- Humans are omnivores, but some choose to eat only plants. - Humans are made of many different body parts including head, neck, back, ears, eyes, nose, mouth, arms, shoulders, elbows, hands, fingers, legs, knees, feet, toes, face. - Humans have five senses, smell, taste, touch, sight and hearing. - The five senses are each associated with different body parts (eyes, ears, nose, tongue).	- The main food groups are carbohydrates (starch and sugars), proteins, fats, dairy, fruit and vegetables (Y3 Spr). - Humans need a balanced diet which is made of main food groups (Y3 Spr). - Our skeleton is made up of bones that grow as we grow (Y3 Spr). - Humans and some other animals have skeletons (Y3 Spr). - Organs are parts of the body that do a particular job, the heart pumps blood around the body and the lungs are used for breathing which gets air into your body (Y3 Spr). - The skeleton protects organs, e.g. the skull protects the brain; and the ribcage protects the lungs, heart and other important organs (Y3 Spr). - The skeleton supports the body, e.g. the spine helps the body stand (Y3 Spr). - The skeleton helps the body move, e.g. pelvis and knee joints (Y3 Spr). - The muscles and skeleton are required to help the body move. When muscles contract they pull the bone (Y3 Spr). - Different animals hear different sounds (Y4 Spr). - Humans' hearing changes as we age (Y4 Spr). Sounds are made when objects vibrate. Vibrations travel through a medium (e.g. air, water) to the ear. Vibrations enter the ear, our inner ear vibrates and we hear them as sound. (Y4 Spr). - The eye is made of many parts: the pupil is the circular black hole in the center of the eye, the iris is the coloured part of the eye that surrounds the pupil, and the lens is a structure found behind the pupil. The pupils allow light to enter the eye. The iris controls how much light enters the eye by changing the size of the pupil. The lens helps to focus the light rays entering the eye (Y6 Spr). - Many problems with our vision are caused by parts of the eye that are the not the right shape or size, or that have become cloudy. Many of these problems can be corrected through surgery or prescription glasses. People living with sight loss or blindness may use long canes or guide dogs when outside, talking books or Braille, and different devices in the home (Y6 Spr).
DK	Draw a diagram, a simple scientific drawing that explains or informs (Y1 Spr).	<i>Draw a scientific diagram, labelling key human body parts</i>	
VCs		8: Living things, including humans, react to their surroundings with their senses. 11: Humans have five senses. Some people have impairments, like visual and hearing impairments.	8: Organisms move, reproduce, are sensitive to their surroundings, grow, need oxygen, get rid of their waste, and need nutrition (MRS GOWN) (Y2). 11: Causes of hearing (Y4) and visual (Y6) impairments and technologies and behaviours that reduce their impact.

Year 1/ 2 : Spring 1 Cycle B

Chemistry: Everyday Materials



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	• Feel, hear, smell and see natural materials of grass, mud, water, rock and sand (N3-4 Aut1). • Materials can be artificial (man-made) or natural (N3-4 Aut1). • Materials include plastic, wood, and fabric (N3-4 Aut1). • Some materials are hard whilst others are soft, some can be described as rough whilst others are smooth, and some are dull whilst others are shiny (N3-4 Aut1).	• An object is a 'thing' that can be seen and touched. • Objects have a name and often have a purpose. For example, a cup is the object, and its purpose is for drinking from. • The material is what an object is made of, for example a cup can be made of paper or plastic. • Common materials include wood, paper, metal, glass, plastic, water, rock, rubber and cotton. • Wood, water, rock, rubber and cotton are natural materials. • Paper, glass, and plastic are artificial (man-made) materials. • Materials have different physical properties, some materials are hard whilst others are soft, some can be described as rough whilst others are smooth, some are dull whereas others are shiny. • Materials can be grouped in a number of ways based on their physical properties. • The material that we choose to make an object from depends on its purpose (e.g. no chocolate kettle).	• Materials have physical properties that make them better or worse for certain uses, such as waterproof, absorbent, windproof, heatproof, malleable (Y2 Spr). • Materials such as wood, metal, plastic, brick, rock, paper and cardboard have these physical properties to different extents (Y2 Spr). • Different combinations of materials could be used to create different object, including a wall, a mop and a saucepan (Y2 Spr).
Disciplinary	• Use a table to classify items based on properties (Y1 Aut).	Sort materials into a Carroll diagram based on their characteristics • A&P: Scientists group objects or living things based on their properties. • R&P: Use a Carroll diagram to classify items based on properties. Find the best material for a dog bed (waterproof and soft) • A&E: Make simple statements about the results of an enquiry.	• A&P: The thing that we measure is called the dependent variable; the thing we change is the independent variable (Y3).
VCs		• 1: Objects have a purpose and are made of different materials.	• 1: Materials have different properties, which make them suitable for specific purposes. (Y2)



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- An object is a 'thing' that can be seen and touched (Y1 Spr). - Objects have a name and often have a purpose for example a cup is the object and its purpose is for drinking from (Y1 Spr). - The material is what an object is made of, for example a cup can be made of paper or plastic. Common materials include wood, paper, metal, glass, water, rock (Y1 Spr). - Materials have different physical properties, some materials are hard whilst others are soft, some can be described as rough whilst others are smooth, some are dull whereas others are shiny. (Y1 Spr). - Materials can be grouped in a number of ways based on their physical properties (Y1 Spr). - The material that we choose to make an object from depends on its purpose (e.g. no chocolate kettle) (Y1).	Matter is all the 'stuff' that we experience in everyday life, including air, water, tables and us! - Materials have different physical properties such as malleable, waterproof, heatproof, windproof and absorbent. - These physical properties make the materials more suitable for certain uses. - Everyday materials such as wood, metal, plastic, brick, rock, paper and cardboard have these physical properties but to different extents. - Different combinations of materials can be used to create different objects, for example a saucepan or a mop. - The shape of some solid objects made from some materials can be changed by squashing, bending, twisting or stretching the material. Sustainability means meeting the needs of the people today, whilst meeting the needs of people of the future. - One way to use materials more sustainably is to reduce, reuse and recycle wherever possible.	- There are three states of matter: solid, liquid and gas (Y2 Sum). - Physical properties include being malleable, windproof, hard/soft, opaque/transparent, magnetic, electrical conductivity, thermal conductivity, and boiling and melting points (Y5 Sum). - Chemical properties are properties that scientists need specialist equipment to measure (Y5 Sum).
Disciplinary	- A&P: It is important that we keep as much as we can the same, apart from the thing we measure and the one thing we change (Y1 Spr). - M&O: Make systematic observations of an object (Y2 Aut) - R&P: Use a Carroll diagram to classify items based on properties (Y1 Spr). - A&E: Make simple statements about the results of an enquiry (Y1 Spr).	Classify materials based on the extent of its properties by using a pair of axes - R&P: Use a pair of axes to classify items based on the extent to which it displays two properties. Investigate the best material to use to make an umbrella that is waterproof and windproof - A&P: There are four main stages of enquiry (A&P, M&O, R&P, A&E). - A&P: Scientists identify potential hazards in their experiments and plan ways to reduce them. - A&E: Ask further questions that could be explored to extend findings.	
VCs	1: Objects have a purpose and are made of different materials. (Y1) 2: We can push and pull objects to make them move (EYFS).	1: All the 'stuff' encountered in everyday life, including air, water and different kinds of solid substances, is called matter. Different materials are recognisable by their properties. Materials have different properties, which make them suitable for specific purposes. 2: We can move or change the shape of objects by pushing and pulling: by squashing, bending, twisting or stretching the materials.	1: Matter can exist in three different states: as solids, liquids and gases (Y2). Properties of materials can be physical (such as hardness) or chemical (such as toxicity). (Y4) 2: Forces act in pairs. Forces acting against each other are opposing. Unbalanced forces will change the shape or movement of an object (Y3).

Year 1/ 2: Summer 1 Cycle B

Chemistry: Solids, liquids and gases



Required prior knowledge

- We see puddles when it's rainy, shadows during the day and rainbows when there is sunshine and rain (N3-4 Aut1).
- Melting and freezing can be observed in the world around us (N3-4 Aut1).

Knowledge to be explicitly taught

- **Matter** is all the 'stuff' that we experience in everyday life, including air, water, tables and us!
- Matter exists in one of 3 states (solids, liquids and gases)
- Solids, liquids and gases have different properties.
- Solids have a fixed shape.
- Liquids and gases take the shape of the container they are in.
- Liquids and gases can flow.
- Gases can be compressed.
- Substances can change from one state to another.
- Water can change from a liquid to a solid.
- Water -> ice.
- Water can turn into a gas.
- Water -> water vapour.

How knowledge will be built upon

- The different **substances** in their different forms (solids, liquids and gases) are all made of **particles**. The **particles** in the different states of matter are arranged differently.
- In solids, the particles are packed tightly together, they vibrate slowly, and are unable to move away from their neighbours.
- In liquids, the particles are close together but can slide past each other.
- In gases, the particles are spread out and can move freely.
- Substances can change from one state of matter to another.
- The process that changes a substance from solid to a liquid is called **melting**.
- The process that changes a substance from liquid to a gas is called **evaporation**. Evaporation is different from boiling.
- The process that changes a gaseous substance to liquid is called **condensation**.
- The process that changes a liquid substance to solid is called **freezing**.
- Substances change state at different temperatures.
- Different substances are different states at **room temperature**.
- The **water cycle** relies on **evaporation** and **condensation**. Water is collected in the oceans from rivers; it evaporates and then condenses to form clouds; it then **precipitates**, and the cycle begins again.

Disciplinary

- A&E: Make simple statements about the results of an enquiry (Y1 Spr).]
- M&O: Make systematic observations of an object (Y2 Aut)
- R&P: Use a Carroll diagram to

Year 3/ 4 : Autumn 1: Cycle B

Biology: Plants



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- Coniferous plants keep their leaves all year round; deciduous plants lose their leaves in winter (e.g. oak, silver birch, horse chestnut, sycamore, ash) (Y1 Aut). - The basic parts of a plant are leaves, flowers, roots, stem/trunk/branch. Trees are a type of plant that have a tall stem made of wood. (Y1 Aut). - Germination is the development of a plant from a seed, during germination roots and shoots emerge and grow (Y1 Aut). - Plants need water, light and a suitable temperature to grow (Y2). - A seed is living. A seed is the embryonic stage of the plant life cycle. A seed consists of three parts: the seed coat, the endosperm and the embryo. To germinate, a seed needs water and a certain temperature (Y2 Aut). - Many plants make fruits or vegetables; some of these grow below ground (Y2 Aut). - Living things move, reproduce, are sensitive to their surroundings, grow, need oxygen, get rid of their waste, and need nutrition (MRS GOWN) (Y2 Spr). - Living things have adapted to their environment. This means they may not be able to survive in other habitats (Y2 Spr). - Soil is a mixture of particles of rock, dead plants and animals, air and water (Y2 Aut).	Oxygen and carbon dioxide are found in the air. - Plants need air (oxygen and carbon dioxide), water, light, nutrients from the soil, space, and a suitable temperature to grow. - Requirements for life vary from plant to plant and they are adapted to their environment. Roots absorb nutrients from the soil and help anchor the plant. - The stem/trunk supports the plant and transports water up the plant. The xylem transports water and nutrients from the roots, and the phloem transports food from the leaves to the all parts of the plant. - Leaves use sunlight, carbon dioxide from the air and water to make their own food. - The four main stages of the plant's life cycle include germination, pollination, fertilisation and seed dispersal. Coniferous trees transport their seeds in cones; deciduous trees use seeds and flowers/fruit. Pollination and fertilisation usually takes place in flowers. Dispersal is important to make sure there is enough space for seeds to germinate and plants to grow. Pollinators like bees and other insects, bats and hummingbirds are vital for the reproduction of many plants. - Seeds can be dispersed by wind (e.g. sycamore), by animals in their droppings (e.g. things that are eaten, like a raspberry), attached to animal fur (e.g. goosegrass), or seeds can be self-propelled (pea pod).	- The male part of the plant is called the stamen, made up of the anther and filament, and the anther produces pollen grains (Y5 Spr). - The female parts of the plant are the ovary (which produces the female sex cells which are contained in the ovule) and the stigma which collects pollen (Y5 Spr). - Sexual reproduction is two parents - usually male and female - create a new organism by mixing their gene (Y5 Spr). Asexual reproduction does not involve sex cells or fertilisation. Only one parent is needed, and the offspring are (genetically) identical to the parent and each other (Y5 Spr). - Potatoes develop tubers and daffodils have bulbs, which will grow to be identical copies of the plant (Y5 Spr). Geography: Adaptations of some plants in rainforests (e.g. buttress roots) (Y4 Spr).
Disciplinary	Mathematics: Measure length and height (cm/m) (Y2); Interpret and construct block diagrams (Y2). - A&P: Dependent, independent and control variables (Y3 Aut). - A&P: Make a prediction based on substantive knowledge (Y2). - A&P: Scientists identify factors in an investigation that should be controlled, and try to find ways to control them.	Investigate the impact of light on the growth of plants, drawing a block diagram to illustrate results - R&P: Design a table to collect data with the appropriate number of rows and columns and correct headings. Research methods of seed dispersal of different plants - M&O: Gather information from the internet.	
VCs	4: All living things need food to give them energy. All food chains start with a producer (a living thing that makes its own food) (Y2). 5B: The air is all around us on Earth. Air has oxygen in it (Y2). 8: Most plants make their own food (Y2). 9: Plants and animals reproduce (have offspring) (Y2).	4: In most plants, sunlight, carbon dioxide and water are used to make food in the leaves. 5B: Air has carbon dioxide in it. 8: Plants make their own food using sunlight, carbon dioxide and water. 9: When a plant reproduces, it goes through stages of pollination, fertilisation and seed dispersal. The seed will then germinate and grow into a plant.	4: The process of photosynthesis, and how the glucose it produces is used to make other sugars (KS3). 8: Transfer of biomass (KS3). 9: Asexual reproduction in plants (Y5).

Year 3/ 4: Autumn 2: Cycle B

Biology: Food & Digestion



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	• Deciduous plants lose their leaves in winter (e.g. oak, silver birch, horse chestnut, sycamore, ash) (Y1 Aut). • Animals can be placed into groups (carnivores, herbivores and omnivores) based on the food they eat. Humans are omnivores, but some choose to eat only plants (Y1 Sum). • Animals get their food from plants and other animals; this food provides the energy animals need. • Humans need to practise hygiene to stay healthy (Y2 Aut). • Most plants produce their own food and are called producers (Y2 Spr). • In a food chain, the arrows show where the energy is being transferred from and to (Y2 Spr). • Different animals have different nutritional needs (Y3 Spr). • Organs are parts of the body that do a particular job, like the heart pumps blood around the body and the lungs are used for breathing, which gets air into the body (Y3 Spr).	• A food chain starts with a producer (usually a plant) who can produce its own food. Organisms that eat producers are called consumers (primary and secondary). • A predator hunts prey to eat. • A food web shows the transfer of energy between different organisms (include water as well as land organisms). • An ecosystem is made up of all organisms living in an area and the non-living features of the environment. • There are four main types of teeth: incisors, canines, pre-molars and molars. They each have a different purpose. • Herbivores, carnivores and omnivores have teeth types in different proportions. • Babies' teeth develop before they are born, deciduous (milk) teeth push through the gums when a child is about 6 months. • Deciduous teeth fall out from the age of 5 and are replaced with adult teeth. • Bacteria can cause tooth decay. • Animals and plants need to digest food to transfer energy from it. • The digestive system is the group of organs that help your body digest food. Digestion in humans is chemical and mechanical. • Chemical and mechanical digestion takes place in the mouth (saliva and chewing). • Food travels down the oesophagus from the mouth into the stomach. • In the stomach, mechanical (churning) and chemical digestion takes place to break down food further. • Food is further broken down by enzymes (chemical digestion) in the small intestines where most of the nutrients are absorbed. • Water is absorbed in the large intestine, leaving behind the faeces. • Faeces are mainly made of food we could not digest; faeces are stored in the rectum and pass out of the human body via the anus.	• Each organ and muscle in the human body needs oxygen and nutrients (from breathing in and eating/digesting) (Y6 Sum). • Blood carries oxygen, nutrients and carbon dioxide around the body (Y6 Sum). • Nutrients are absorbed by the blood along the small intestine, and transported to other organs in the body (Y6 Sum). • Some bacteria are helpful for other organisms (e.g. those that help break down food in our digestive system) and those that form part of a symbiotic relationship (Y6 Spr). • The role of enzymes in chemical digestion (KS3). • The interdependence of organisms in an ecosystem and how organisms affect and are affected by their environment to include the accumulation of toxic materials (KS3).
Disc.	• R&P: Draw a diagram, a simple scientific drawing that explains or informs (Y1 Spr).	Explain the digestion process using a prop to others in school or at home • R&P: Present information orally using a prop or demonstration. • R&P: Drawings can be labelled and annotated.	
VCs	• 4 & 8: All food chains start with a producer (a living thing that makes its own food). The arrows in a food chain show where energy is being transferred from and to (Y2). • 8: Plants and animals are often dependent on each other (Y2). • 11: Humans need to practise good hygiene, like brushing teeth and washing hands, to stay healthy (EYFS).	• 4 & 8: The arrows in a food web show where energy is being transferred from and to. • 11: Bacteria are tiny living things. Some are useful for humans, and some can cause diseases. Bacteria can cause tooth decay.	• 4: Many processes and phenomena are explained in terms of energy exchanges. Energy cannot be created or destroyed. When energy is transferred from one object to others, the total amount of energy in the universe remains the same; the amount that one object loses is the same as the other objects gain. Two examples of energy stores are thermal stores and chemical stores of energy (Y5). • 4 & 8: Food chains, food webs and the transfer of biomass (KS3). • 11: Bacteria are microorganisms (Y6).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- We see shadows during the day (N3-4 Aut1). - It is important to wear sun cream and sun hats when it is sunny (N3-4 Sum2). - Daytime happens when we are facing the sun; nighttime happens we are facing away from the sun (Y1 Aut). - The Moon is more visible at night (Y1 Aut). - Humans have five senses, smell, taste, touch, sight and hearing (Y1 Sum2). - The five senses are each associated with different body parts (eyes, ears, nose, tongue) (Y1 Sum 2). - Materials have different physical properties, some materials are hard whilst others are soft, some can be described as rough whilst others are smooth, some are dull whereas others are shiny (Y1 Spr1).	Light travels in straight lines. - We see when light enters our eyes. Darkness is the absence of light. Sources of light emit their own light, and others reflect light; both occur in nature as well as man-made objects. - Some materials are more reflective than others. Opaque, translucent and transparent materials allow no, some or all light to pass through them. Shadows form behind an opaque object when light from a source is blocked. - The shape and position of shadows changes with the angle of the light source. - The size of shadows changes when the distance of the light source changes. - Light from the Sun can be dangerous and there are ways to protect our eyes and skin.	- In ray diagrams, straight lines with arrows show where the energy is being transferred from and to by light (Y6). - On a flat surface, all light meeting a surface from one direction will be reflected in the same direction. This is known as specular reflection (Y6 Spr). - On a rough surface, light will be reflected in all directions. This is known as diffuse reflection (Y6 Spr). - Specular reflection between mirrors allow us to see the objects that do not directly reflect light into our eyes (e.g. periscope) (Y6 Spr). - When light meets an opaque object, some of the light is reflected and some of it is absorbed (Y6 Spr). - White light, which comes from most light sources we use in the classroom, contains all the colours of the visible spectrum (Y6 Spr). - When a light meets a surface, some colours are absorbed and some are reflected. We see the colour(s) that are reflected (Y6 Spr). - Objects appear black if they absorb all the colours in white light, and reflect none. Objects appear white if they reflect all the colours in white light, and absorb none (Y6).
Disciplinary	Mathematics: Measure length and height (cm/m) (Y2). - A&P: There are four main stages of enquiry (A&P, M&O, R&P, A&E) (Y2 Spr). - A&P: It is important that we keep as much as we can the same, apart from the thing we measure and the one thing we change (Y2 Aut).	<i>Investigate how the height of a shadow varies as the distance between light source and object changes</i> - A&P: A dependent variable is what you measure; an independent variable is what you change; controlled variables are things that stay the same. - A&P: Scientists identify factors in an investigation that should be controlled, and try to find ways to control them. - A&P: Recognise risk and build a plan to minimise them. - A&P: Select most appropriate equipment to measure (the variables). - A&P: Write an appropriate method.	A&P: Scientists must work out if the factor is the cause of the outcome in a correlation (Y5).
VCs	6: Naming the Sun, Earth and Moon (EYFS). Daytime is when the Earth is facing the Sun; nighttime is when the Earth is facing away from the Sun (Y1).	2: Objects can affect other objects even when they are not in contact with them. Light reaches our eyes, even though the light source may be far away. 6: The Sun emits light, some of which reaches Earth. The Moon reflects light from the Sun.	2: Sound comes from objects that vibrate and can be detected at a distance from the source, because the air or other material around is made to vibrate. Sounds are heard when the vibrations in the air reach our ears (Y4). 6: The Sun as a star in our universe; Earth as a planet and the Moon as a satellite (Y5).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- Humans have features that are associated with each sense (eyes, ears, nose, mouth and tongue) (Y1 Sum). - In a solid the particles are packed tightly together, they vibrate slowly, and are unable to move away from their neighbours (Y4 Spr). - In a liquid the particles are close together, but they can slide past each other (Y4 Spr). - In a gas the particles are spread out and can move freely (Y4 Spr).	Sounds are made when objects vibrate. - Sounds are transmitted from a source to a detector. - Vibrations travel through a medium (e.g. air, water) to the ear. - Vibrations enter the ear, our inner ear vibrates and we hear them as sound. - Vibrations are passed on from one particle to the next, and so it travels more easily when particles are closer together (solids and liquids). - Sound cannot travel in a vacuum. - The volume of a sound is how loud or quiet it is. - Louder sounds are caused by bigger vibrations, smaller sounds are caused by smaller vibrations. - The pitch of a sound is how high or low it is. - Sounds get fainter as the distance from the sound source increases. - Different animals hear different sounds. - Humans' hearing changes as we age.	- Sound cannot travel in a vacuum, in space (Y5 Sum). - Frequencies of sound waves, measured in hertz (Hz) (KS3). - Echoes, reflection and absorption of sound (KS3). - Sound needs a medium to travel in (KS3). - The speed of sound in air, water and solids (KS3). - Sound produced by vibrations of objects, in loudspeakers, detected by their effects on microphone diaphragm and the ear drum (KS3). - Sound waves are longitudinal waves (KS3). - The auditory range of humans and animals (KS3).
Disciplinary	A&P: A dependent variable is what you measure; an independent variable is what you change; controlled variables are things that stay the same (Y3 Aut2).	Investigate the tautness on pitch using an app M&O: Gather information using a data logger (e.g. sound meter app; heart rate app).	M&O: Gather information using other data loggers (Y6).
VCs	2: Objects can affect other objects even when they are not in contact with them. Light reaches our eyes, even though the light source may be far away (Y3). 11: Humans have five senses. Some people have impairments, like visual and hearing impairments (Y1).	2: Sound comes from objects that vibrate and can be detected at a distance from the source, because the air or other material around is made to vibrate. Sounds are heard when the vibrations in the air reach our ears. 11: Humans with hearing loss may use closed captions, hearing aids and/or sign language.	2: There is attraction and repulsion between objects that are electrically charged. Visible light and other forms of radiation can travel through any empty space (KS3).

Year 3/ 4: Summer 1: Cycle B

Chemistry: Particle Model – states of matter



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- We see puddles when it's rainy, shadows during the day and rainbows when there is sunshine and rain (N3-4 Aut1). - Melting and freezing can be observed in the world around us (N3-4 Aut1). Geography: Precipitation is the fall of water as rain, sleet, snow or hail (Y2 Spr). - All materials are made of a single substance or a mixture of substances (Y2 Sum). - There are three states of matter: solids, liquids and gases (Y2 Sum). - Liquids take the shape of the container they are in, when you move the liquid into a different container the shape will change (Y2 Sum). - Solids keep their shape unless a force is put on it. They will change their shape if you cut them or squash them (Y2 Sum). - Gases have no fixed shape or volume, they spread out to fill a container. If they are not in a container, they will keep spreading out (Y2 Sum). - One substance can exist in the different states, when the substance is in a different state it is still the same substance (Y2 Sum).	- The different substances in their different forms (solids, liquids and gases) are all made of particles. The particles in the different states of matter are arranged differently. - In solids, the particles are packed tightly together, they vibrate slowly, and are unable to move away from their neighbours. - In liquids, the particles are close together but can slide past each other. - In gases, the particles are spread out and can move freely. - Substances can change from one state of matter to another. - The process that changes a substance from solid to a liquid is called melting. - The process that changes a substance from liquid to a gas is called evaporation. Evaporation is different from boiling. - The process that changes a gaseous substance to liquid is called condensation. - The process that changes a liquid substance to solid is called freezing. - Substances change state at different temperatures. - Different substances are different states at room temperature. - The water cycle relies on evaporation and condensation. Water is collected in the oceans from rivers; it evaporates and then condenses to form clouds; it then precipitates, and the cycle begins again.	Geography: Water cycle: Evaporation from the air, and transpiration from trees means that water vapour rises into the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. Surface runoff is the flow of water overground; throughflow is the flow of water underground (Y5 Spr). - Conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving (KS3). - Similarities and differences, including density differences between solids, liquids and gases (KS3). - Brownian motion of gases (KS3). - Diffusion in terms of the particle model (KS3). - Energy changes on changes of state (KS3).
Disciplinary	Mathematics: Measure temperature (°C) and volume (ml/litres) (Y3) - A&P: dependent, independent and control variables (Y3). - A&P: Scientists identify factors in an investigation that should be controlled, and try to find ways to control them (Y3). - A&P: Scientists identify potential hazards in their experiments and plan ways to reduce them (Y2 Aut). - R&P: Label and annotate a diagram (Y4 Aut2).	Investigate the effect of temperature on the rate of evaporation - A&P: Set a hypothesis to test. - A&E: Scientists use models to help explain their ideas.	A&P: Scientists must work out if the factor is the cause of the outcome in a correlation (Y5).
VCs	1: Matter can exist in three different states: as solids, liquids and gases. The amount and type of substance does not change when the matter changes state (Y2).	1: If a material could be divided into smaller and smaller pieces, it would be found to be made of particles, which smaller than can be seen even with a microscope. These particles are not in a material; they are the material. The particles of a substance are arranged differently when it is solid, liquid or gas. 5B: The water cycle involves evaporation of water from oceans and condensation of water, which falls as precipitation.	1: A pure substance is one that contains only one type of particle. A mixture is created when two or more substances are mixed. The two types of particle are mixed together, but the particles themselves stay the same (Y5). 5B: Geography – Addition of transpiration and surface runoff as aspects of water cycle (Y5).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- Materials have different physical properties, some materials are hard whilst others are soft, some can be described as rough whilst others are smooth, some are dull whereas others are shiny (Y1 Spr). - Materials have different physical properties such as malleable, waterproof, heatproof, windproof and absorbent. (Y2 Spr). - The shape of some solid objects made from some materials can be changed by squashing, bending, twisting, or stretching the material (Y2 Spr). - Opaque, translucent and transparent materials allow no, some or all light to pass through them (Y3 Aut). - Magnets attract magnetic objects (Y3 Sum). - Materials that allow electricity to pass through them easily are called electrical conductors (Y4 Sum). - Materials that do not allow electricity to pass through them easily are called electrical insulators (Y4 Sum).	Physical properties are properties that we can measure or observe in the classroom. - Physical properties include electrical conductivity; melting and boiling points; thermal conductivity; being malleable; windproof; hard/soft; and magnetic. - Energy will be transferred from places with a higher temperature to places with a lower temperature. Thermal conductors allow energy to be transferred through them easily when they are heated. Metals are good thermal conductors. Thermal insulators do not allow energy to be transferred through them easily when heated. Thermal insulators include trapped air, plastic and wood. - Elasticity is a physical property. Elastic materials can stretch and then return to its original form. Chemical properties are properties that scientists need specialist equipment to measure. - Chemical properties include how easy a substance is to set on fire (flammability) or how poisonous something is (toxicity). - As we learn more about a substance's properties, we may decide to stop using it to make certain objects (e.g. lead in pencils is toxic; asbestos is a good insulator but is toxic).	- Differences between physical and chemical changes (Y6 Sum). - The varying physical and chemical properties of different elements (KS3). - The properties of metals and non-metals (KS3). - The chemical properties of metal and non-metal oxides with respect to acidity (KS3). - Properties of ceramics, polymers and composites (KS3).
Disciplinary	- A&P: Scientists conduct secondary research to learn from what other scientists have already learned (Y1 Sum). - A&P: Scientists identify factors in an investigation that should be controlled, and try to find ways to control them (Y3 Aut). - M&O: Gather information from text/books/images (Y1 Aut) and the internet (Y3 Spr). - A&E: Ask further questions that could be explored to extend findings (Y2 Spr). - A&E: Identify scientific evidence that has been used to support or refute ideas (Y4 Aut).	Investigating the physical properties (thermal conductivity; malleability; transparency; magnetism; electrical conductivity etc.) of materials, using own knowledge or setting up comparative tests. Conduct secondary research to identify an object that was once made of one material but, when new evidence showed other chemical or physical properties, are now made of new materials (e.g. asbestos insulation; lead pencils; plastic bottles).	
VCs	1: Materials have different properties, which make them suitable for specific purposes (Y2). 11: Humans need to practise good hygiene, like brushing teeth and washing hands, to stay healthy (EYFS).	1: Properties of materials can be physical (such as hardness) or chemical (such as toxicity). 11: Some substances are toxic; this means they can be poisonous. Humans and other organisms need to avoid these to stay healthy.	11: Barrier methods that the body uses to prevent toxic substance damaging health (KS3).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- A complete circuit must have a power source (cell/batteries) and have all the components connected in a loop. If it is missing any of these things it is an incomplete circuit (Y4 Sum). - A short circuit is the easiest route for electricity to travel and can be created by accident by connecting just the wire to the cell in a circuit. They can be dangerous (Y4 Sum). - Components include wire, lamp, buzzer, motor or switch. Materials that allow electricity to flow through them easily are called electrical conductors; materials that do not are called electrical insulators (Y4 Sum). - Appliances use electricity to serve a purpose (e.g. toaster, kettle etc.) (Y4 Sum). - Energy can be transferred from one store to another store (Y5 Aut). - Fossil fuels, batteries and the Sun are all examples of chemical energy stores (Y5 Aut). - In a circuit that has a battery, the battery is a chemical store of energy. Energy is transferred electrically to the device in the circuit, but the device does not store energy. Instead, it changes the way that it is transferred (Y5 Aut). Geography: Fossil fuels are materials made from fossils of organisms over millions of years, like coal and oil. Humans use these to run cars/electrical items (Y5 Aut).	- There are recognised symbols for cell, lamp, buzzer, motor, and switch. Wires are represented with straight lines. - As long as batteries have the same voltage, the size of the battery does not affect the brightness of the lamp/loudness of the buzzer (though the smaller batteries will not last as long as the larger ones). - Adding more cells in the circuit increases the voltage. Increasing the voltage in a circuit makes the lamp in the circuit get brighter or the buzzer get louder. - More than one lamp can be put into one circuit. They can be placed in series or in parallel. - In a series circuit, the lamps are placed in a continuous loop. In parallel, the lamps are placed in separate loops that both connect to the cell. - Connecting lamps in parallel means that if one lamp burns out the other will stay on and switches can be used to turn each lamp off independently. - Many of the appliances used in the home do not use batteries they use mains electricity. - Mains electricity is generated in a power station and transferred to our homes by overhead cables. Power stations can use both renewable and non-renewable sources of energy to generate electricity. - A non-renewable energy resource is one that is used much faster than it is created. Fossil fuels take millions of years to form but minutes to burn, so we will run out. Burning fossil fuels to transfer electrical energy is a non-renewable energy source. Renewable energy resources quickly replenish themselves, meaning that we can use them again and again and we will not run out. Wind, solar, geothermal and hydrological power are all examples of renewable energy resources. - Coal, oil and gas are all used to generate electricity. The store of chemical energy in the fuel is transferred electrically to the appliances that we use in the home.	Geography: Improving the environment, and places in the world that have climates or physical features that lend themselves to using renewable sources to generate electricity (Y6 Aut2). - Electric current is measured in amperes using an ammeter. Current is a flow of charge (KS3). - Current can be measured in parallel and series circuits. The current will be the same at all points in a series circuit (KS3). - Current splits where the circuit branches in a parallel circuit, currents add where branches meet (KS3). - Potential difference is measured in volts (V) using a voltmeter. It is measured across a component (KS3). - In a series circuit the sum of the potential difference across all components will equal the battery voltage. In a parallel circuit the potential difference across each of the components will be the same as that of the battery (KS3). - Resistance is measured in ohms and is the ratio of potential difference to current (KS3). Conducting and insulating components will differ in resistance (KS3).
Disciplinary	Mathematics: Interpret/construct bar charts (Y3); discrete data is data you count; continuous data is data you can measure (Y4); interpret/construct bar, line graphs (Y4) - A&P: dependent, independent and control variables (Y3) - R&P: Line graphs can be used when data is continuous; bar charts can be used when data is discrete (Y5 Sum) - A&E: Draw conclusions (e.g. 'the greater the... , the greater the...') (Y4 Spr)	Three different enquiries, where pupils will plan the most appropriate type of investigation and how they should present their results: Investigating the effect of increasing voltage on the volume of a buzzer or the brightness of a lamp Investigating the effect of changing the number of components in a circuit on the volume of a buzzer - R&P: Decide which graph is most appropriate for the enquiry.	Planning more complex investigations to answer more challenging questions (KS3).
VCs	4: Energy cannot be created or destroyed. When energy is transferred from one object to others, the total amount of energy in the universe remains the same; the amount that one object loses is the same as the other objects gain. Two examples of energy stores are thermal stores and chemical stores of energy (Y5).	4: Energy resources can be renewable (such as wind, solar, geothermal and hydrological) or non-renewable (such as fossil fuels).	Geography: Use of energy resources to generate electricity (advantages and disadvantages). (Y6)



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- We see shadows during the day and rainbows when there is sunshine and rain (N3-4 Aut1). - Light travels in straight lines (Y3 Aut). - We see when light enters our eyes (Y3 Aut). - Darkness is the absence of light (Y3 Aut). - Sources of light emit their own light, and others reflect light; both occur in nature as well as man-made objects (Y3 Aut). - Opaque, translucent and transparent materials allow no, some or all light to pass through them (Y3 Aut). - Shadows form behind an opaque object when light from a source is blocked (Y3 Aut). - The shape and position of shadows changes with the angle of the light source (Y3 Aut). - The size of shadows changes when the distance of the light source changes (Y3 Aut). - Light from the sun can be dangerous and there are ways to protect our eyes and skin. (Y3 Aut) - Energy can be transferred from one store to another store (Y5 Aut). - Fossil fuels, batteries and the Sun are all examples of chemical energy stores (Y5 Aut). - When energy is transferred from one store to another, it can be transferred by light or electrically (Y5 Aut). - When energy is removed from one store and is transferred to another store, the amount of energy in the first store goes down and the amount of energy in the second store goes up (Y5 Aut). - Energy is not used up; it is just moved around from store to store (Y5 Aut).	- When light meets an opaque object, some of the light is reflected and some of it is absorbed. - Shadows have the same shape as the objects that cast them because light travels in straight lines. - The size and shape of shadows behind an opaque object can be explained using ray diagrams. - Objects emit (give out) or reflect light into the eye. We see things because light travels from light sources to our eyes, or from light sources to objects and then to our eyes - Objects would be invisible if they did not reflect light. - The eye is made of many parts: the pupil is the circular black hole in the center of the eye, the iris is the coloured part of the eye that surrounds the pupil, and the lens is a structure found behind the pupil. - The pupils allow light to enter the eye. - The iris controls how much light enters the eye by changing the size of the pupil. - The lens helps to focus the light rays entering the eye. White light, which comes from most light sources we use in the classroom, contains all the colours of the visible spectrum (red, orange, yellow, green, blue, indigo, violet). - When a light meets a surface, some colours are absorbed and some are reflected. We see the colour(s) that are reflected. - Objects appear black if they absorb all the colours in white light and reflect none. Objects appear white if they reflect all the colours in white light, and absorb none. - Many problems with our vision are caused by parts of the eye that are the not the right shape or size, or that have become cloudy. Many of these problems can be corrected through surgery or prescription glasses. - People living with sight loss or blindness may use long canes or guide dogs when outside, talking books or Braille, and different devices in the home. - On a flat surface, all light meeting a surface from one direction will be reflected in the same direction. This is known as specular reflection. - On a rough surface, light will be reflected in all directions. This is known as diffuse reflection. - Specular reflection between mirrors allow us to see the objects that do not directly reflect light into our eyes (e.g. periscope).	- The transmission of light through materials, to include absorption, diffuse scattering and specular reflection at a surface (KS3). - Light waves can travel through a vacuum they do not require a medium (KS3). - Light waves travel at the speed of light (KS3). - The similarities and differences between light waves and waves in matter (KS3). - Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and the action of a convex lens in focusing (KS3). - The human eye (KS3). - Light transferring energy from a source to an absorber leading to chemical and electrical effects; photosensitive material in the retina and in cameras (KS3). - Colours and the different frequencies of light, white light and prisms; differential colour effects in absorption and diffuse reflection (KS3).
DK	R&P: Draw a diagram, a simple scientific drawing that explains or informs.	Draw ray diagrams to show how light travels and how shadows are formed	
VCs	2: Objects can affect other objects even when they are not in contact with them. Light reaches our eyes, even though the light source may be far away (Y3). 6: The Sun emits light, some of which reaches Earth. The Moon reflects light from the Sun (Y3).	11: Visual impairments include long and short sightedness, colour vision deficiency, and blindness. Some of these can be corrected, and some people with visual impairments will use Braille, magnifying devices, canes and/or guide dogs.	4: Energy can be transferred as radiation (KS3).

Year 5/ 6 : Spring 1 Cycle B

Chemistry: Separating Mixtures



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	• Magnets attract magnetic objects (Y3 Sum). • Some metals are magnetic but not all are. Plastics, wood, fabric, glass are all non-magnetic materials (Y3 Sum). • Matter exists in three states: solids, liquids and gases. Materials are different states at room temperature (Y2 Sum). • When matter changes states, the melt, freeze (Y2 Sum) and condense and evaporate (Y4 Spr). • Particle arrangement of solids, liquids and gases (Y4 Spr). • Physical properties include electrical conductivity; melting and boiling points; thermal conductivity; being malleable; windproof; hard/soft; and magnetic (Y4 Sum).	• A pure substance is one that contains only one type of particle. • A mixture is two or more different substances, e.g. air, steel. • Mixtures can be made of two gases (e.g. air), two solids (e.g. steel), two liquids (e.g. squash and water), or a liquid and a solid (e.g. salt water). • A solution is made when one substance dissolves in another substance called a solvent. A solution is a mixture; it is made of more than one type of particle. • The substance that dissolves is called the solute. The substance that it dissolves in is called the solvent. • A substance that will dissolve in a solvent is soluble in that solvent. If it does not dissolve, it is insoluble in that substance. • When no more solute can dissolve in the solvent, the solution is saturated. • The higher the temperature of the solvent, the greater the mass of solute that can be dissolved. • Two solids can be separated by using magnets or filters (e.g. sieve). • A solid and a liquid can be separated by using filtration (if the solid is insoluble) or evaporation (if the solid is soluble). • A reversible change is a change that can be undone, where the original substances can be recovered. • An irreversible change is a change that cannot be undone, where the original substances cannot be recovered.	• Physical and chemical changes (Y6 Sum) • Simple techniques for separating mixtures: distillation and chromatography (Y6 Sum) • The concept of a pure substance (KS3) • Diffusion in terms of the particle model (KS3) • The identification of pure substances (KS3)
Disciplinary	• Write an appropriate method (Y2 Aut) • Identify dependent, independent and control variables (Y3 Aut2) and set a hypothesis (Y4 Spr1) • Data is repeatable if the same person repeats the investigation and the results are the same; data is reproducible if the investigation is repeated by a different person and the results are the same (Y3 Sum1) • Mathematics: Measure temperature in °C using a thermometer (Y2)	<i>Investigate the effect of temperature on the mass of the solute that can be dissolved.</i> <i>Separate a mixture including coarse sand, water, salt and lumps of a magnetic material.</i>	
VCS	• 1: If a material could be divided into smaller and smaller pieces, it would be found to be made of particles, which smaller than can be seen even with a microscope. These particles are not in a material; they are the material (Y4). • 5B: The air is all around us on Earth (Y2). Air has oxygen (Y2) and carbon dioxide (Y3) in it.	• 1: A pure substance is one that contains only one type of particle. A mixture is created when two or more substances are mixed. The two types of particle are mixed together, but the particles themselves stay the same. • 5B: Air is a mixture of lots of different gases, including oxygen and carbon dioxide.	• 1: A chemical change is where a new substance – that is made of a different type of particle – is formed (Y6). • 5B: There is less and less air further away from the Earth's surface; space is a vacuum (Y5).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	Biology: - In a food chain, the arrows show where the energy is being transferred from and to (Y2 Spr). - Leaves use sunlight, carbon dioxide from the air, and water to make their own food (Y3 Spr). They are called producers (Y2 Spr). - A food web shows the transfer of energy between different organisms (Y4 Aut). - Animals and plants need to digest food to transfer energy from it (Y4 Aut). Physics: - A complete circuit must have a power source (cell/batteries) and have all the components connected in a loop. If it is missing any of these things it is an incomplete circuit (Y4 Sum). - Appliances use electricity to serve a purpose (e.g. toaster, kettle etc.) (Y4 Sum). - Sounds are made when objects vibrate. These vibrations cause the air particles surrounding them to vibrate and collide, causing the vibrations to pass between particles (Y4 Spr). Geography: - Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items (Y5 Aut).	Energy is needed by both living and nonliving things. - Energy can be transferred from one store to another store. - When energy is removed from one store and is transferred to another store, the amount of energy in the first store goes down and the amount of energy in the second store goes up. - Energy is not used up; it is just moved around from store to store. Energy stores are needed for something to happen. Energy resources such as oil, gas, coal, food and other fuels can be depleted. - Fossil fuels and batteries are examples of chemical energy stores. - Energy can be stored thermally in the surroundings. - Different foods (fuels) store more chemical energy per unit mass than others. - The Sun is an example of a chemical energy store. - In a food chain, an amount of energy from the Sun (a chemical store) is transferred to the plant by light. The energy is then transferred along the food chain as the different organisms are eaten. - Not all the chemical energy stored in an organism is passed to the next organism in a food chain because a) not all of the organism is eaten and b) some energy is transferred from the organism to the thermal store of the surroundings. - In a circuit that has a cell/battery, the cell/battery is the chemical store of energy. - In a circuit, energy is transferred electrically to the device in the circuit, but the device does not store the energy; the device changes the way the energy is transferred.	- Coal, oil and gas are all used to generate electricity. The store of chemical energy in the fuel is transferred electrically to the appliances that we use in the home (Y6 Aut). - A battery is a store of chemical energy (KS3). - Energy can be transferred electrically using an electric current (KS3). - Energy can be transferred electrically from the battery using an electric current to a device like a lamp or a buzzer (KS3). - Devices such as bulbs do not store the energy. During this process the energy is transferred to a different store (KS3). - Appliances are items that transfer electrical energy to a different store, e.g. light to the surroundings (KS3).
D	A&E: Scientists use models to help explain their ideas (Y4 Spr).		
VCs	4: All living things need food to give them energy. The arrows in a food web show where energy is being transferred from and to (Y4). 8: Plants make their own food using sunlight, carbon dioxide and water (Y3).	4: Many processes and phenomena are explained in terms of energy exchanges. Energy cannot be created or destroyed. When energy is transferred from one object to others, the total amount of energy in the universe remains the same; the amount that one object loses is the same as the other objects gain. Two examples of energy stores are thermal stores and chemical stores of energy. 8: Energy is transferred to the Earth by light. When making their own food, plants transfer some of this energy to their chemical store. As other organisms eat these producers, some energy in this chemical energy store is transferred.	4: Objects have energy because of their chemical composition, their movement, their temperature, their position in a gravitational or other field, or because of compression or distortion of an elastic material (KS3).



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- Coniferous plants keep their leaves all year round; deciduous plants lose their leaves in winter (Y1 Aut). - The stem/trunk supports the plant and transports water up the plant. The xylem transports water and nutrients from the roots, and the phloem transports food from the leaves to the all parts of the plant (Y3 Spr2). - Seeds can be dispersed by wind (e.g. sycamore), by animals in their droppings (e.g. things that are eaten, like a raspberry), attached to animal fur (e.g. goosegrass), or seeds can be self-propelled (pea pod) (Y3 Spr2). - Classification refers to a method used to place all living things into groups. Organisms can be classified in a number of ways (Y4 Aut). - A species is a group of one type of organism, individuals in this group can breed with each other to produce offspring that can go on to breed (Y4 Aut). - Fish, amphibians, reptiles, birds and mammals are all vertebrates. Vertebrates have endoskeletons (Y4 Aut). - Vertebrates can be grouped in a number of ways based on their characteristics, e.g. warm/cold blooded; or physical features like fur, beak, wings etc. (Y4 Aut). - Invertebrates can be grouped based on their characteristics as snails and slugs; worms; spiders and insects (Y4 Aut). - Invertebrates can be grouped based on their skeletons; endoskeletons, exoskeletons, or hydrostatic skeletons (Y4). - Plants can be grouped into flowering and non-flowering plants (Y4 Aut). - A cell is the smallest building block of living things. All organisms are made of cells (Y5 Spr). - Asexual reproduction does not involve sex cells or fertilisation. Only one parent is needed, and the offspring are (genetically) identical to the parent and each other (Y5).	Invertebrates can be grouped based on their characteristics as poriferans (sponges) cnidarians, echinoderms, molluscs, annelids, platyhelminths and arthropods. Arthropods can be grouped into 4 sub-groups: spiders, insects, crustaceans and myriapods). - Plants can be grouped into mosses, ferns, conifers and flowering plants. Fungi are different to plants and animals. They cannot make their own food (like animals) but do not move (like plants). Micro-organisms are organisms that are so small that we cannot see them with our eyes alone. - Some fungi are microorganisms (e.g. yeast), but not all are (e.g. mushrooms). Bacteria and viruses are microorganisms. - Some bacteria can cause disease in other organisms. - Some bacteria are helpful for other organisms (e.g. those that help break down food in our digestive system) and those that form part of a symbiotic relationship.	- Plants and animals are made of cells. There are similarities and differences between the cells of animals and plants (KS3). - Many plant cells have chloroplasts, and this enable plants to photosynthesise. The reactants of this process are carbon dioxide and water, and the products are sugar (glucose) and oxygen (KS3). - The differences between species and how this difference can drive natural selection. (KS3).
Disciplinary	- Gather information from text/books/images (Y2 Spr) and the internet (Y3 Spr). - R&P: Use a classification key to identify an object (Y4 Aut). - R&P: Draw a dichotomous classification key to help others identify an object (Y4 Aut). - R&P: Present information in a written format (Y4 Sum).	Use and draw classification keys to help classify invertebrates and plants Research the harmful effects that bacteria can have on humans and other organisms, and present this information in a written format.	
VCs	7: A cell is the smallest building block of living things. All organisms are made of cells (Y5).	7: Micro-organisms are organisms that are so small that we cannot see them with our eyes alone.	7: All organisms are made of one or more cells. All the basic functions of life – growth, reproduction, extracting energy from food – are the results of what happens inside cells. Cells are often aggregated into tissues, tissues into organs, and organs into organ systems (KS3).

Year 6: Summer 2: Cycle B

Chemistry: Physical & Chemical Changes



	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	- Digestion in the human body can be chemical and mechanical (Y4 Aut). - Physical properties are properties that we can measure or observe in the classroom. They include electrical conductivity; melting and boiling points; thermal conductivity; being malleable; windproof; hard/soft; and magnetic (Y4 Sum). - Chemical properties are properties that scientists need specialist equipment to measure. They include flammability and toxicity (Y4 Sum). - A mixture is two or more substances, e.g. air, steel (Y5 Aut). - Mixtures can be made of two gases (e.g. air), two solids (e.g. steel), two liquids (e.g. squash and water), or a liquid and a solid (e.g. salt water) (Y5 Aut). - A solvent is a liquid that is used to dissolve other substances (Y5 Aut). - A reversible change is a change that can be undone, where the original substances can be recovered (Y5 Aut). - An irreversible change is a change that cannot be undone, where the original substances cannot be recovered (Y5 Aut). - Carbon dioxide is produced when fossil fuels are burned.(Geo Y5 Sum).	- A mixture is two or more substances that are mixed but not chemically joined together. - Distillation is a separating technique that can separate a solvent from a solution. It relies on evaporation and condensation. - Chromatography is a separation technique in which a mixture is dissolved into a solvent, and the components of the mixture are carried by the solvents at different rates. - A chemical change is a change where a new substance is formed. - A chemical change has usually taken place if: gas bubbles appear; a new solid appears; it changes colour; or changes temperature. - A physical change is where the substance changes its properties, but it does not become a different substance. - Some chemical changes are irreversible, (e.g. cook an egg, rusting iron), but some can be reversed. - Most physical changes are reversible (e.g. water to ice), but some are not (e.g. crack an egg, turn wood into sawdust). - Chemical reactions can be summarised using word equations. - Word equations show the names of the chemicals reacting and the names of the products formed. - A combustion reaction occurs when a fuel is heated and reacts with oxygen. A product of a combustion reaction is carbon dioxide. Combustion is an irreversible chemical reaction. - Rust is an irreversible chemical reaction. It requires iron, water and oxygen.	- In a chemical reaction, mass is conserved (KS3). - In a chemical reaction, there is a rearrangement of atoms (KS3). - Chemical reactions can be represented using formulae and equations (KS3). - Examples of types of chemical reactions include combustion, thermal decomposition, oxidation neutralisation and displacement (KS3). - Reactions of acids with metals produces a salt and hydrogen (KS3). - Reactions of acids with alkalis produces a salt and water (KS3). - Reactions can be endothermic or exothermic (KS3).
Disciplinary	- A&P: Scientists group objects or living things based on their properties (Y1 Spr). - A&P: Make a prediction based on substantive knowledge. - A&P: Scientists identify potential hazards in their experiments and plan ways to reduce them (Y2 Spr). - R&P: Use a Carroll diagram to classify items based on properties (Y1 Spr). - R&P: Present information in a written format.	Use a Carroll diagram to classify changes as physical/chemical and reversible/irreversible Carry out changes and identify whether the change created is physical/chemical and reversible/irreversible	
VCs	1: Properties of materials can be physical (such as hardness) or chemical (such as toxicity). (Y4)	1: A chemical change is where a new substance – that is made of a different type of particle – is formed.	The smallest piece of a material is called an atom. All materials, anywhere in the universe, living and non--living, are made of a very large numbers of these basic 'building blocks', of which there are about 100 different kinds (KS3).