

## Progression of Knowledge by Class

### Year B

	Kirkstead/Richmond (Rec)	Tintern (Rec/Y1)	Crowland/Regent (Y1/Y2)	Westminster/St James (Y2/Y3)	Fountains/Central (Y3)	Lindisfarne (Y4)	Sempringham/Phoenix (Y4/Y5)	Kelso (Y5/Y6)	Ramsey/Hyde (Y6)	
<b>Seasons</b>	<p><b>Children should:</b> Know and name the four seasons. Explain some of the differences between the seasons, including what they would wear and the activities they would follow</p>	<p><b>Children should:</b> Know and name the four seasons. Explain some of the differences between the seasons, including what they would wear and the activities they would follow <i>Describe how the weather changes across the seasons</i> <i>Describe day length in autumn Observe and describe the weather in autumn.</i> <i>Collect and record data about the weather in Autumn.</i> <i>Identify signs of autumn.</i> <i>Describe how day length varies from Autumn to Winter.</i> <i>Identify changes in the trees and in clothes that we wear from Autumn to Winter.</i> <i>Observe and describe the weather in winter.</i> <i>Collect and record data about the weather in Winter.</i></p>	<p><b>Children should:</b> Describe how the weather changes across the seasons Describe day length in autumn Observe and describe the weather in autumn. Collect and record data about the weather in Autumn. Identify signs of autumn. Describe how day length varies from Autumn to Winter. Identify changes in the trees and in clothes that we wear from Autumn to Winter. Observe and describe the weather in winter. Collect and record data about the weather in Winter.</p>	<p><b>Children should:</b> Describe how the weather changes across the seasons Describe day length in autumn Observe and describe the weather in autumn. Collect and record data about the weather in Autumn. Identify signs of autumn. Describe how day length varies from Autumn to Winter. Identify changes in the trees and in clothes that we wear from Autumn to Winter. Observe and describe the weather in winter. Collect and record data about the weather in Winter. <i>Know that the sun can be dangerous to your eyes</i> <i>Know how the tilt of the earth causes the seasons</i></p>						
<b>Plants</b>	<p><b>Children should:</b> Know what plants are. Know the names of some garden plants. Know the names of some wild plants. Know what trees are. Know that some trees are deciduous and some trees are evergreen. Know that plants grow in different seasons.</p>	<p><b>Children should:</b> Know what a plant is. Know a variety of common garden plants. Know and identify some of the features of a plant. Consider why plants are appealing to people. Know the names of a variety of wild plants. Know how wild plant seeds come to be there. Know the names of some trees. Know the differences between deciduous and evergreen trees. Know the main parts of a variety of plants. Know and describe the functions of a plant. Know ways in which a plant changes over time.</p>	<p><b>Children should:</b> Know what a plant is. Know a variety of common garden plants. Know and identify some of the features of a plant. Consider why plants are appealing to people. Know the names of a variety of wild plants. Know how wild plant seeds come to be there. Know the names of some trees. Know the differences between deciduous and evergreen trees. Know the main parts of a variety of plants. Know and describe the functions of a plant. Know ways in which a plant changes over time.</p>	<p><b>Children should:</b> Know the main parts of a variety of plants and describe their functions. Know ways in which plants change over time. Know the function of the flower, stem, leaves and roots. <i>Know the 4 stages in the life cycle of a flowering plant - germination, growth, flowering, and fertilisation/seed production. Know different seed dispersal methods evolved by plants including dispersal by gravity, by wind, by water, and by animals.</i></p>	<p><b>Children should:</b> Know the different parts of foodplants, including roots, tuber, stem, bulb, trunk, branch, leaf, flower, and fruit. Know the function of the flower, stem, leaves and roots. Know the differences in plants when grown in sand rather than compost. Know about the 4 stages in the life cycle of a flowering plant - germination, growth, flowering, and fertilisation/seed production. Know that pollination is vital to flowering plant reproduction. Know there are different dispersal methods evolved by plants including dispersal by gravity, by wind, by water, and by animals</p>					
<b>Animals in. Humans</b>	<p><b>(T1) Children should:</b> Know there are five senses and can name them. Know they use their eyes to see and their ears to hear. Know they can feel objects and describe by touch. Describe an object using all five senses</p>	<p><b>(T1) Children should:</b> Know there are five senses and can name them. Know they use their eyes to see and their ears to hear. Know they can feel objects and describe by touch. Describe an object using all five senses <i>Know that there are five senses. Know that they use their eyes to see. Know they can see in the light but not dark.</i> <i>Know that an optician helps them see</i> <i>Know that they use their ears to hear.</i> <i>Know the difference between loud and soft noises.</i> <i>Know that some people cannot hear.</i> <i>Know that they use their tongue to taste.</i></p>	<p><b>(T1) Children should:</b> Know that there are five senses. Know that they use their eyes to see. Know they can see in the light but not dark. Know that an optician helps them see. Know that they use their ears to hear. Know the difference between loud and soft noises. Know that some people cannot hear. Know that they use their tongue to taste.</p>	<p><b>(T1) Children should:</b> Know that there are five senses. Know that they use their eyes to see. Know they can see in the light but not dark. Know that an optician helps them see. Know that they use their ears to hear. Know the difference between loud and soft noises. Know that some people cannot hear. Know that they use their tongue to taste.</p>	<p><b>Children should:</b> Know about the 5 food groups - bread, cereals and potatoes (carbohydrates), meat and fish, fruit and vegetables, milk and dairy, and fats and sugars. Know some foods which belong to each of these groups. Know how many portions of each food group they should eat in per day. Know that</p>	<p><b>(T1) Children should:</b> Know what a food chain is. Know that the arrow shows energy flow within an ecosystem. Know how to create food chains with 2 and 3 organisms. Know if each organism is a predator, prey, consumer or producer. Know that a food web is a way of showing the energy flow in an</p>	<p><b>(T1) Children should:</b> Know what a food chain is. Know that the arrow shows energy flow within an ecosystem. Know how to create food chains with 2 and 3 organisms. Know if each organism is a predator, prey, consumer or producer. Know that a food web is a way of showing the energy flow in an ecosystem in a more complex way.</p>	<p><b>Children should:</b> Know that the human circulatory system is composed of 2 parts - the systemic circulation and the pulmonary circulation. Know about the role of the heart, blood vessels, and the components of blood such as red and white blood cells, platelets and plasma.</p>	<p><b>Children should:</b> Know that the human circulatory system is composed of 2 parts - the systemic circulation and the pulmonary circulation. Know about the role of the heart, blood vessels, and the components of blood such as red and white blood cells, platelets and plasma. Know that the human heart is a vital organ. Know how</p>	

		<p><i>Know the difference between loud and soft noises.</i>  <i>Know that some people cannot hear.</i>  <i>Know that they use their tongue to taste.</i>  <i>Know that there are different tastes and different children will like different things.</i>  <i>Know that they use their nose to smell.</i>  <i>Know that they can recognise some objects from their smell alone.</i>  <i>Know that the sense of touch is associated with the whole body, rather than a particular organ.</i>  <i>Know they can recognise some objects using touch alone.</i></p>	<p>Know that there are different tastes and different children will like different things.          Know that they use their nose to smell.          Know that they can recognise some objects from their smell alone. Know that the sense of touch is associated with the whole body, rather than a particular organ. Know they can recognise some objects using touch alone.</p>	<p>Know that there are different tastes and different children will like different things.          Know that they use their nose to smell.          Know that they can recognise some objects from their smell alone. Know that the sense of touch is associated with the whole body, rather than a particular organ. Know they can recognise some objects using touch alone.  <i>Explain the functions of the human skeleton and identify its main bones</i></p>	<p>animals can be classified as herbivores, carnivores or omnivores based on their diet.          Know that all living things ultimately get their energy from the Sun, either directly as a producer (plant) or indirectly as a consumer (animal).          Know that the arrows on food chain and food web diagrams indicate the energy flow through an ecosystem.</p>	<p>ecosystem in a more complex way.          Know how to create a food web containing 8 different organisms. Know how to identify and label each organism as a consumer, producer, predator, prey, and apex predator.          Add their own arrows to show energy flow through the food web.</p>	<p>Know how to create a food web containing 8 different organisms. Know how to identify and label each organism as a consumer, producer, predator, prey, and apex predator.          Add their own arrows to show energy flow through the food web.</p>	<p>Know that the human heart is a vital organ. Know how blood flows through its double pumps system to the lungs and all around the body, supplying oxygen and removing waste products          Know about the active ingredient in alcoholic drinks (alcohol or ethanol), and that the strength of a beverage can be measured as the percentage alcohol by volume (% ABV).          Know about the short and long-term effects of alcohol consumption.</p>	<p>blood flows through its double pumps system to the lungs and all around the body, supplying oxygen and removing waste products          Know about the active ingredient in alcoholic drinks (alcohol or ethanol), and that the strength of a beverage can be measured as the percentage alcohol by volume (% ABV).          Know about the short and long-term effects of alcohol consumption.</p>
	<p><b>(T4) Children should:</b>          Know that humans are animals          Know that animals need food to eat and water to drink          Know that animals need to breathe and some can get air from water.          Know what makes a balanced diet</p>	<p><b>(T4) Children should:</b>          Know that humans are animals          Know that animals need food to eat and water to drink          Know that animals need to breathe and some can get air from water.          Know what makes a balanced diet  <i>Children know that humans need water to drink to survive</i>  <i>Children know that humans need food to survive.</i>  <i>Children know that humans need air to breathe</i>  <i>Children know that food needs to be clean to eat</i>  <i>Children know that germs can damage your health</i>  <i>Children know that they need to exercise to keep healthy</i></p>	<p><b>(T4) Children should:</b>          Know that humans need water to drink to survive          Know that humans need food to survive.          Know that humans need air to breathe          Know that food needs to be clean to eat          Know that germs can damage your health          Know that they need to exercise to keep healthy</p>	<p><b>(T4) Children should</b>          Know that humans need water to drink to survive          Know that humans need food to survive.          Know that humans need air to breathe          Know that food needs to be clean to eat          Know that germs can damage your health          Know that they need to exercise to keep healthy  <i>Know about the 5 food groups - bread, cereals and potatoes (carbohydrates), meat and fish, fruit and vegetables, milk and dairy, and fats and sugars.</i>  <i>Know how to identify some food which belong to each of these groups</i>  <i>Know that animals can be classified as herbivores, carnivores or omnivores based on their diet.</i></p>		<p><b>Children should:</b>          Know that a human baby takes 40 weeks to develop in the womb.          Create a timeline showing the ages at which a certain child could perform different activities          Know about how Children develop physically, mentally and emotionally as they get older.          Know that puberty is the period when a child begins to change into an adult. Know about some of the difficulties involved with old age, as people's minds and bodies get more frail. Know the changes which take place during the course of a human life.</p>	<p><b>Children should:</b>          Know that a human baby takes 40 weeks to develop in the womb.          Create a timeline showing the ages at which a certain child could perform different activities          Know about how Children develop physically, mentally and emotionally as they get older.          Know that puberty is the period when a child begins to change into an adult. Know about some of the difficulties involved with old age, as people's minds and bodies get more frail. Know the changes which take place during the course of a human life.</p>		
	<p><b>(T6) Children should:</b>          Know the names of some types of animals kept as pets.          Know what a mammal is.          Know what birds are.          Know how to recognise some reptiles.          Know how to recognise some fish.          Know what some animals eat.          Know and explain how they care for their pets.</p>	<p><b>(T6) Children should:</b>          Know how to identify, name and describe a variety of common animals kept as pets.          Know how to identify a variety of mammals and compare and describe some of their features.          Know the characteristics of a variety of birds and reptiles.          Know the similarities and differences between some fish and amphibians.          Know what a variety of different animals eat.          Know how to sort animals using Venn diagrams or tables.          Know the needs of a variety of animals, and can explain how best to care for them.</p>	<p><b>(T6) Children should:</b>          Know how to identify, name and describe a variety of common animals kept as pets.          Know how to identify a variety of mammals and compare and describe some of their features.          Know the characteristics of a variety of birds and reptiles,          Know the similarities and differences between some fish and amphibians.          Know what a variety of different animals eat.          Know how to sort animals using Venn diagrams or tables.          Know the needs of a variety of animals, and can explain how best to care for them.</p>	<p><b>(T1)</b>          Know how to identify, name and describe a variety of common animals kept as pets.          Know how to identify a variety of mammals and compare and describe some of their features.          Know the characteristics of a variety of birds and reptiles,          Know the similarities and differences between some fish and amphibians.          Know what a variety of different animals eat.          Know how to sort animals using Venn diagrams or tables.          Know the needs of a variety of animals, and can explain how best to care for them.  <i>Know what an endoskeleton is.</i>  <i>Know the major bones, such as skull ribs, tusk, pelvis and spine.</i>  <i>Know the different types of animal skeleton.</i></p>					
<b>Materials</b>	<p><b>Children should:</b>          Know that objects are made from materials.          Know the name of some common materials (wood, plastic, paper, metal, wool, fabric)          Know that different materials have different properties          Know some materials sink and some float, some are absorbent and some are not, some are strong and some are not etc</p>	<p><b>Children should:</b>          Know that objects are made from materials.          Know the name of some common materials (wood, plastic, paper, metal, wool, fabric)          Know that different materials have different properties          Know some materials sink and some float, some are absorbent and some are not, some are strong and some are not etc  <i>Know how to identify and name a variety of everyday materials,</i></p>	<p><b>Children should:</b>          Know how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock by matching a material to its name.          Know how to describe a material using their senses.          Know that materials have different properties.          Know and name different properties-hard/soft/permeable, impermeable/flexible/rigid/float/sink.          Know how to sort objects by their properties</p>	<p><b>Children should:</b>          Know that materials have different properties.          Know and name different properties-hard/soft/permeable, impermeable/flexible/rigid/float/sink.          Know how to sort objects by their properties  <i>Know the materials from which common objects are made.</i>  <i>Know how to carry out an investigation into the properties of small objects.</i>  <i>Know how to predict and test whether a material is magnetic, transparent, floats, or can be squashed or stretched.</i></p>				<p><b>Children should:</b>          Know that materials have different uses depending on their properties and state. Know there are three states (liquid, solid, gas).          Know that properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. Know that some materials will dissolve in a</p>	<p><b>Children should:</b>          Know that materials have different uses depending on their properties and state. Know there are three states (liquid, solid, gas).          Know that properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. Know that some materials will dissolve in a liquid and form a solution.</p>

		<p>including wood, plastic, glass, metal, water, and rock by matching a material to its name.</p> <p>Know how to describe a material using their senses</p> <p>Know that materials have different properties</p> <p>Know and name the different properties-hard/soft/permeable, impermeable/flexible/rigid/float/sink.</p> <p>Know how to sort objects by their properties</p>		<p>Know why materials are suitable in different situations.</p> <p>Know how to group objects by material.</p> <p>Know about three inventors of new materials - John Dunlop, John McAdam, and Charles Macintosh.</p>				<p>liquid and form a solution.</p> <p>Know that some materials are insoluble and form sediment.</p> <p>Know that mixtures can be separated by filtering, sieving and evaporation.</p> <p>Know that some changes to materials such as dissolving, mixing and changes of state are reversible.</p> <p>Know that some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and these are not reversible.</p>	<p>Know that some materials are insoluble and form sediment.</p> <p>Know that mixtures can be separated by filtering, sieving and evaporation.</p> <p>Know that some changes to materials such as dissolving, mixing and changes of state are reversible.</p> <p>Know that some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and these are not reversible.</p>
<b>Rocks</b>					<b>Taught in Year A</b>				
<b>Light</b>					<p><b>Children should:</b></p> <p>Know that we need light in order to see things.</p> <p>Know that dark is the absence of light.</p> <p>Know that light is reflected from surfaces</p> <p>Know that some objects are sources of light.</p> <p>Know that light from the sun can damage our eyes and therefore we should not look directly at the Sun Know different ways to protect our eyes.</p> <p>Know that shadows are formed on a surface when an opaque or translucent object is between a light source and the surface and blocks some of the light.</p> <p>Know that the size of the shadow depends on the position of the source, object and surface.</p>			<p><b>Children should:</b></p> <p>Know that light appears to travel in straight lines</p> <p>Know that we see objects when light from them goes into our eyes.</p> <p>Know that the light may come directly from light sources but for other objects some light must be reflected from the object into our eyes for the object to be seen.</p> <p>Know that objects that block light (are not fully transparent) will cause shadows.</p> <p>Know that the shape of the shadow will be the same as the outline shape of the object.</p>	<p><b>Children should:</b></p> <p>Know that light appears to travel in straight lines</p> <p>Know that we see objects when light from them goes into our eyes.</p> <p>Know that the light may come directly from light sources but for other objects some light must be reflected from the object into our eyes for the object to be seen.</p> <p>Know that objects that block light (are not fully transparent) will cause shadows.</p> <p>Know that the shape of the shadow will be the same as the outline shape of the object.</p>
<b>Forces and Magnets</b>					<b>Taught in Year A</b>	<b>Taught in Year A</b>	<b>Taught in Year A</b>	<b>Taught in Year A</b>	<b>Taught in Year A</b>
<b>States of Matter</b>						<b>Taught in Year A</b>	<b>Taught in Year A</b>	<b>Taught in Year A</b>	<b>Taught in Year A</b>

<b>Sound</b>						<b>Taught in Year A</b>	<b>Taught in Year A</b>		
<b>Electricity</b>					<p><b>Children should:</b>          Know what electrical conductors and insulators are.          Know which materials are electrical conductors and which are insulators. Know about 6 different electrical components - bulb, switch, cell, battery, switch, buzzer and bell. Know what an electrical circuit is.          Know how to attempt to create different circuits from an illustration. Know how to create a circuit diagram for each Explain what happens when each circuit is completed.          Explain how a circuit that does not light can be changed so that the bulb will light.          Know how to draw a circuit diagram for their improved circuits.          Know what an electrical switch is and how it works, by opening and closing a break in a circuit.          Know that mains electricity is more dangerous than the electricity used in Primary Science lessons.          Know that the human body, metal, and water all conduct electricity.          Look at illustrations of different dangerous situations and identify what the danger is and how it can be made safe</p>	<p><b>Children should:</b>          Know how electricity is created.          Know the difference between renewable and non-renewable energy sources.          Know how solar power works. Know how nuclear energy produces electricity. Know how geothermal energy is created.          Know how hydro and wind power are created children know how to identify electrical and nonelectrical appliances.          Know how a circuit works. Name at least two electrical conductors and insulators. Know how to create a simple series circuit both with and without a switch. Know why a circuit is incomplete.          Generalise about types of materials that conduct electricity.          Sort appliances based on whether they use mains or batteries.          Explain how a switch turns the electric current on and off.</p>	<p><b>Children should:</b>          Know how electricity is created. Know the difference between renewable and non-renewable energy sources.          Know how solar power works. Know how nuclear energy produces electricity. Know how geothermal energy is created. Know how hydro and wind power are created children know how to identify electrical and nonelectrical appliances.          Know how a circuit works. Name at least two electrical conductors and insulators. Know how to create a simple series circuit both with and without a switch. Know why a circuit is incomplete.          Generalise about types of materials that conduct electricity. Sort appliances based on whether they use mains or batteries.          Explain how a switch turns the electric current on and off.</p>	<p><b>Children should:</b>          Know the main circuit symbols and use these to draw circuit diagrams          Know how major discoveries led to the widespread use of electricity          Explain the effect of increasing or decreasing the voltage on different parts of a circuit          Know how our understanding of electricity has changed over time          Know how to draw circuit diagrams using the correct symbols and label the voltage          Know how to represent circuits using symbols in a diagram.          Know about two of the most important scientific inventors in the field of electricity – Thomas Edison and Nikola Tesla. Know what electricity is and how to measure it.</p>	<p><b>Children should:</b>          Know the main circuit symbols and use these to draw circuit diagrams          Know how major discoveries led to the widespread use of electricity          Explain the effect of increasing or decreasing the voltage on different parts of a circuit          Know how our understanding of electricity has changed over time          Know how to draw circuit diagrams using the correct symbols and label the voltage          Know how to represent circuits using symbols in a diagram.          Know about two of the most important scientific inventors in the field of electricity – Thomas Edison and Nikola Tesla. Know what electricity is and how to measure it.</p>
<b>Living things and their habitats</b>					<p><b>Children should:</b>          Know about different groups of animals - fish, amphibians, reptiles, bird, and mammals - and how we can identify them from their body features, behaviour, and life cycles          Know that animals can be classified as vertebrates (having a spine) or invertebrates (lacking a spine)          Know that a dichotomous key (a branching classification key in which each question has exactly two answers) can be used to identify organisms          use a dichotomous classification key to identify different types of invertebrate (centipede, slug, worm, snail, ant, beetle,</p>	<p><b>(T5) Children should:</b>          Know that animals reproduce sexually.          Know that each individual requires a male and a female parent.          Know that offspring inherit various traits.          Know the process of animal reproduction, including the stages of sperm and egg production, mating, fertilisation, and the growth of a zygote into an embryo.          Know about the purpose of a flower and its basic structures, including petal, anther, sepal, carpel, stigma, style, ovary, pollen grain, pollen tube and ovule.          Know that pieces broken off from plants can grow into another individual organism.</p>	<p><b>(T5) Children should:</b>          Know that animals reproduce sexually.          Know that each individual requires a male and a female parent.          Know that offspring inherit various traits.          Know the process of animal reproduction, including the stages of sperm and egg production, mating, fertilisation, and the growth of a zygote into an embryo.          Know about the purpose of a flower and its basic structures, including petal, anther, sepal, carpel, stigma, style, ovary, pollen grain, pollen tube and ovule.          Know that pieces broken off from plants can grow into another individual organism.</p>	<p><b>Children should:</b>          Know that a dichotomous classification key has exactly two answers to each question.          Know that Carl Linnaeus developed a classification system which placed organisms into hierarchical groups. Know about binomial nomenclature.          Know that evolutionary taxonomy is the most modern way of grouping organisms.          Know that it is a development of Linnaeus' system, but is superior because it shows how closely organisms are related to each other.          Know that animals can be classified as vertebrates (those that have a spinal</p>	<p><b>Children should:</b>          Know that a dichotomous classification key has exactly two answers to each question.          Know that Carl Linnaeus developed a classification system which placed organisms into hierarchical groups. Know about binomial nomenclature.          Know that evolutionary taxonomy is the most modern way of grouping organisms.          Know that it is a development of Linnaeus' system, but is superior because it shows how closely organisms are related to each other.          Know that animals can be classified as vertebrates (those that have a spinal column) and invertebrates.</p>

					woodlouse, spider and millipede)	<p><b>(T4) Children should:</b>          Know about the life cycles of 3 different amphibians - frogs, salamanders and axolotls          Know about the life cycles of 3 different mammals - the human, the kangaroo, and the platypus.          Know about the lifecycle of the butterfly and two different species of bee - the honey bee and the mason bee.          Know about the life cycles of the chicken and the common cuckoo</p>	<p><b>(T4) Children should:</b>          Know about the life cycles of 3 different amphibians - frogs, salamanders and axolotls          Know about the life cycles of 3 different mammals - the human, the kangaroo, and the platypus.          Know about the lifecycle of the butterfly and two different species of bee - the honey bee and the mason bee.          Know about the life cycles of the chicken and the common cuckoo</p>	<p>column) and invertebrates.          Know that vertebrates have a common ancestor and comprise the fish and tetrapods.          Know that arthropods are a large and diverse phylum (group), comprising insects, arachnids, crustaceans and myriapods.          Know that all arthropods have a segmented body, a hard exoskeleton, and jointed legs.          Know that one way of identifying trees is by examining their leaves.          Know terms used to describe leaves, such as pinnate, palmate, simple, compound and lobed</p>	<p>Know that vertebrates have a common ancestor and comprise the fish and tetrapods.          Know that arthropods are a large and diverse phylum (group), comprising insects, arachnids, crustaceans and myriapods.          Know that all arthropods have a segmented body, a hard exoskeleton, and jointed legs.          Know that one way of identifying trees is by examining their leaves.          Know terms used to describe leaves, such as pinnate, palmate, simple, compound and lobed</p>
<b>Earth and Space</b>								<p><b>Children should:</b>          Know how the Moon moves around the Earth.          Know about theories of the Moon's formation, and that it has been explored.          Know that ancient astronomers developed the geocentric model because it was the best explanation available at the time.          Know that the heliocentric model superseded it for scientific reasons - because it agrees more closely with observations.          Know about the modern theory for the formation of the solar system. Know that a cloud of gas and dust collapsed under its own gravity, compressing the centre until thermonuclear fusion began and the Sun was formed.          Know that the planets and other bodies accreted from smaller objects over time because of gravity.          Know that day and night are caused by the rotation of the Earth, and that the Sun only appears to move across the sky</p>	<p><b>Children should:</b>          Know how the Moon moves around the Earth. Know about theories of the Moon's formation, and that it has been explored.          Know that ancient astronomers developed the geocentric model because it was the best explanation available at the time.          Know that the heliocentric model superseded it for scientific reasons - because it agrees more closely with observations.          Know about the modern theory for the formation of the solar system. Know that a cloud of gas and dust collapsed under its own gravity, compressing the centre until thermonuclear fusion began and the Sun was formed.          Know that the planets and other bodies accreted from smaller objects over time because of gravity.          Know that day and night are caused by the rotation of the Earth, and that the Sun only appears to move across the sky</p>
<b>All Living Things</b>						<p><b>Children should:</b>          Know what deforestation is. Know why humans deliberately choose to cut down trees and destroy forests.          Know the negative effects of deforestation.          Know what pollution is and how this can impact on animals and vegetation          Know what endangered means and the impact</p>	<p><b>Children should:</b>          Know what deforestation is. Know why humans deliberately choose to cut down trees and destroy forests.          Know the negative effects of deforestation.          Know what pollution is and how this can impact on animals and vegetation          Know what endangered means and the impact humans can have on animal life.</p>		



							<i>other presentations</i> <i>Identify scientific evidence that has been used to support or refute ideas or arguments.</i>		
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