

Science Progression Document : 7-11 year olds (witty wildcats) Version October 2021



Part 1 : Knowledge and Understanding

Progression consideration : green, blue, red, purple

| Knowledge and Understanding | | Intended Year | Theme / challenge question | Dates covered Record when planned into yearly overview |
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| To be taught about: | This might include: | | | |
| Plants | identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ; explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ; investigate the way in which water is transported within plants ; explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | 2018-19 2019-20 | Off Piste : transport of water How good is change? Parts of plants and flowers. Pollination Remote learning Hydroponics. Growing plants on mars What makes a Journey so fascinating? requirements of plants for life and growth. Plants in the rainforest | Oct / Nov 19 May 2020 May-July 2021 |
| Animals (including humans) Animals (including humans) Animals including humans Animals including humans | identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ; identify that humans and some other animals have | 2019-20 | Shark Guardian visit and follow up work. Sharks body and features Food chains, predators and prey | Dec 19 / Jan 2020 |

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| | <p>skeletons and muscles for support, protection and movement.</p> <p>describe the simple functions of the basic parts of the digestive system in humans ; identify the different types of teeth in humans and their simple functions ; construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>describe the changes as humans develop to old age.</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ; recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ; describe the ways in which nutrients and water are transported within animals, including humans.</p> | | <p>Wind in the willows picnic: making poo. Digestive system Making a model digestive system.</p> <p>What makes a journey so fascinating? Understand and identify food chains (rainforest)</p> | May-July 2021 |
| Rocks | <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ; describe in simple terms how fossils are formed when things that have lived are trapped within rock ; recognise that soils are made from rocks and organic matter.</p> | 2018-19 | <p>What would it be like to live on our Island? Different types of rocks, fossils, what soil is made of.</p> | Jan / Feb 19 |
| Light | <p>recognise that light appears to travel in straight lines ; use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ; explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ; use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> | 2020-21 | <p>Is Plotting and Planning always marvellous? Light travels in straight lines, objects are seen as they reflect light. Different types of light rays. UV / blacklight. Luminescence (creating a luminous object using photo and chemiluminescence.) Creating and explaining shadows.</p> | October / November 2020 |

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| Forces and magnets | <p>compare how things move on different surfaces ; notice that some forces need contact between two objects, but magnetic forces can act at a distance ; observe how magnets attract or repel each other and attract some materials and not others ; compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ; describe magnets as having two poles ; predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> | 2018-19 | <p>What would it be like to live on our Island? Magnets have 2 poles. 2 magnets attract or repel depending on poles. Magnetic fields.</p> | Jan / Feb 19 |
| Forces | <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ; identify the effects of air resistance, water resistance and friction, that act between moving surfaces ; recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Newtons Laws.</p> | 2018-2019 | <p>Ancient Egypt week Off piste (Egyptian week) egg investigation</p> | May 2019 |
| | | 2029-20 | <p>Potato launchers : WW2 theme / remote learning investigation</p> | May 2020 |
| | | | <p>What affects the depth of a moon crater? Remote learning investigation (meteorites)</p> | May 2020 |
| | | | <p>Are Great Leaders born to fly? Gravity, G forces, forces including air resistance, water resistance. What is flight including falling, gliding and powered flight. Sir Isaac Newton and the laws of motion.</p> | Jan / Feb 2021 (remote learning) |
| | | | <p>International Space week How rockets work – revisit Newtons Laws</p> | Autumn 2021 |

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| | | | What's our power? How is a tornado created? Unbalanced forces | Autumn 2021 |
| Energy | Differences between power and energy Sources of energy Different types of energy Renewable and non renewable energy | | Differences between power and energy Sources of energy Different types of energy Wind and solar Investigations (solar cooker, measuring wind) | What's our power? Autumn 2021 |
| Living things and their habitats Living things and their habitats Living things and their habitats | recognise that living things can be grouped in a variety of ways ; explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ; recognise that environments can change and that this can sometimes pose dangers to living things. describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ; describe the life process of reproduction in some plants and animals. describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals ; give reasons for classifying plants and animals based on specific characteristics | 2018-19 2018-19 2019-20 | Can you persuade me? Grouping living things. Classification. Microorganisms. What would it be like to live on our Island? Recognise change in environment How good is change? How sharks reproduce What makes a journey so fascinating? Identify and group animals and plants in the rainforest Give reasons based on characteristics | April 19 Jan / Feb 19 Dec 19 May-July 2021 |
| States of matter | compare and group materials together, according to whether they are solids, liquids or gases ; observe that | 2019-20 | How good is change? | Oct 19 |

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| <p>Properties and changes of materials</p> | <p>some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ; identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ; know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ; use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ; give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ; demonstrate that dissolving, mixing and changes of state are reversible changes ; explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> | <p>2019-20</p> | <p>Properties of solids, liquids, gases. How a steam engine works. Hydraulics. Steam engine.</p> <p>Bamboo and panda week</p> <p>Various investigations on bamboo kitchen roll (absorbancy)</p> <p>Shall we play walls and warriors?</p> <p>Water cycle</p> <p>Shopping theme week</p> <p>Life cycle assessment of shopping bags.</p> <p>Consider materials/ resources and manufacturing and disposal and impact.</p> <p>Shall we play walls and warriors?</p> <p>Building a dam: properties such as impervious, rigid, malleable.</p> <p>Soap boat investigation : which substance might</p> | <p>Jan 2020</p> <p>January 2020</p> <p>January 2020</p> <p>March 2020</p> <p>March / April 2020</p> |
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| | | 2020-21 | <p>make the boat go the quickest?</p> <p>Is Plotting and Planning Always Marvellous? Properties of liquids and gases. Solubility (immiscible, soluble, more / less dense, dissolve) (chromatography) which colour inks are more soluble? Investigation : frobscottle – can bubbles go down? Changes resulting in formation of new substance (CO2) Investigations using popping candy</p> <p>International Space week Modelling rockets using chemical reactions</p> | <p>September / October 2020</p> <p>Autumn 2021</p> |
| Sound | <p>identify how sounds are made, associating some of them with something vibrating ; recognise that vibrations from sounds travel through a medium to the ear ; find patterns between the pitch of a sound and features of the object that produced it ; find patterns between the volume of a sound and the strength of the vibrations that produced it ; recognise that sounds get fainter as the distance from the sound source increases.</p> | | | |

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| <p>Electricity Electricity</p> | <p>identify common appliances that run on electricity ; construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ; identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ; recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ; recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ; compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ; use recognised symbols when representing a simple circuit in a diagram.</p> | <p>2018-19</p> | <p>What was life like in the post-war era of the 1920s? Focus on electric circuits. Lamps, switches, conductors and insulators. Dimmers, symbols</p> <p>WWII remote learning theme Create a coding machine using a circuit</p> | <p>Nov/Dec 2018</p> <p>June 2020</p> |
| <p>Earth and Space</p> | <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system ; describe the movement of the Moon relative to the Earth ;describe the Sun, Earth and Moon as approximately spherical bodies ; use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> | <p>2019-20</p> | <p>Remote learning summer 2020 (no question) All elements Including meteorites, satellites and probes, the history of space exploration, how to survive on mars, how we see the universe.</p> <p>Autumn Moon Festival and International Space week Phases of the Moon How rockets are powered to reach space</p> | <p>June 2020</p> <p>Autumn 2021</p> |

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| Evolution and inheritance | recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ; recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ; identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | 18-19 | What was life like on our island? How animals adapt to suit their environment. Are leaders born to fly? Could dragons have existed? Examples of evolution (eg. reptiles and dinosaurs to birds) What makes a journey so fascinating? Evolution and natural selection | Feb – April 2019 February 2021 May-July 2021 |

Part 2 : Types of investigation (working scientifically)

Ensure the following are built into the long and medium-term planning documents. Include these in the short / medium term objective grids (to go into books.) Audit at least once a term

| | Audit point 1 Date : Feb 19 | Audit point 2 Date: July 19 | Audit point 3 Date: Jan 20 | Audit point 4 Date : Oct 20 (since last audit) | Audit point point 5: Oct 21 Since last audit | |
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| Fair Test | X | X | X | X | X | |
| Exploring | X | X | X | X | X | |
| Pattern seeking | X | X | | X | X | |
| Sorting, classifying, identifying | | X | | | X | |
| Research | X | X | X | X | X | |

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| Modelling | x | X | X | X | X | |
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Part 3 : Science skills

Ensure the following are built into the long and medium-term planning documents. Include these in the short / medium term objective grids (to go into books.) Audit at least once a term

| | Audit point 1 Date : Feb 19 | Audit point 2 Date: July 19 | Audit point 3 Date: Jan 20 | Audit point 4 Date : Oct 20 | Audit point point 5: Oct 21 Since last audit | |
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| Planning | X | X | X | X | X | |
| Obtaining | X | X | X | X | X | |
| Reporting | X | X | X | X | X | |
| Analysis | X | X | X | X | X | |
| Evaluating | | X | X | X | X | |