



**Glen Hills Primary School Progression Map**  
**Science Knowledge**



National Curriculum statements in red are from other linked topics.

Year	Plants
4+	
Year 1	<p>Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees. (Y1 – Living things and their habitats)</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 – Living things and their habitats)</p> <p>Identify and name a variety of plants including trees, seeds and bulbs. (Y1 – Living things and their habitats)</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
Year 2	
Year 3	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination.</p>
Year 4	
Year 5	
Year 6	<p>Describe the life process of reproduction in some plants and animals. (Y6 – Living things and their habitats)</p> <p>Identify and describe the functions of different parts of a flower.</p> <p>Explore in detail the part that flowers play in the life cycle of flowering plants, including flower structure, seed formation and seed dispersal.</p> <p>Describe how living things are classified into broad groups according to commonly observed characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats)</p> <p>Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)</p>
KS3	<p>Reproduction in plants, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.</p>

Living Things and Their Habitats	
4+	
Year 1	<p>Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees. (Y1 – Plants)</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 – Plants)</p> <p>Identify and name a variety of plants including trees, seeds and bulbs. (Y1-Plants)</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans)</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans)</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans)</p> <p>Sort animals into various habitats (Y1 - Evolution and inheritance)</p> <p>Observe changes across the four seasons. (Y1 - Seasonal change)</p> <p>Begin to notice that animals, including humans, have offspring which grow into adults. (Y1 - Animals including humans) *</p>
Year 2	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans)</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2 - Animals including humans)</p>
Year 3	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local environment.</p> <p>Begin to know about and describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p>
Year 4	<p>Construct and interpret basic food chains, identifying producers, predators and prey.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Describe the differences in the life cycles of a mammal, an insect and a bird and compare with a human.</p>
Year 5	
Year 6	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Describe how environments can change and that this can sometimes pose dangers to living things.</p>
KS3	Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle

(without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.  
Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.  
Differences between species.

Animals Including Humans	
4+	
Year 1	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1- Living things and their habitats)</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Begin to notice that animals, including humans, have offspring which grow into adults. (Y1 – Living things and their habitats) *</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Describe the importance of exercise and hygiene for humans.</p> <p>Know the basic needs of humans for survival (water, food and air).</p>
Year 2	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>With support, 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.</p> <p>Know the importance for humans of eating the right amounts of different types of food.</p>
Year 3	<p>Identify the different types of teeth in humans and animals, and explain their functions.</p> <p>Know how to look after teeth.</p> <p>Begin to know about the life cycles of a mammal, an amphibian, an insect and a bird. (Y3 Living things and their habitats)</p> <p>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.</p> <p>Classify food into different food groups and begin to know what each food group provides.</p>
Year 4	<p>Describe the differences in the life cycles of a mammal, an insect and a bird and compare with a human (Y4 Living things and their habitats)</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify how the different types of teeth aid the first stage of digestion.</p> <p>Identify and name the main parts of the human circulatory system.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
Year 5	<p>Understand why each food group is important to keep healthy.</p> <p>Understand the importance of a balanced diet.</p> <p>Describe the changes as humans develop through puberty.</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>
Year 6	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y6 - Living things and their habitats)</p> <p>Describe the life process of reproduction in some plants. (Y6 - Plants)</p> <p>Describe the changes as humans develop to old age.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,</p>

	<p>including micro-organisms, plants and animals. (Y6 - Living things and their habitats)</p> <p>Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)</p>
<b>KS3</b>	<p>Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.</p> <p>The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases.</p> <p>The effects of recreational drugs (including substance misuse) on behaviour, health and life processes.</p> <p>The structure and functions of the gas exchange system in humans, including adaptations to function.</p> <p>The mechanism of breathing to move air in and out of the lungs.</p> <p>The impact of exercise, asthma and smoking on the human gas exchange system.</p>

Evolution and Inheritance	
4+	
Year 1	Sort animals into various habitats.
Year 2	Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs for different kinds of animals and plants, and how they depend on each other. (Y2 - Living things and their habitats)
Year 3	
Year 4	Describe in simple terms how fossils are formed when things that have lived are trapped within rock (Y4 - Rocks)
Year 5	
Year 6	Describe how environments can change and that this can sometimes pose dangers to living things. (Y6 – Living things and their habitats) 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.
KS3	Hereditary is the process by which genetic information is transmitted from one generation to the next. A simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model. The variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection. Changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction.

Seasonal Changes	
4+	
Year 1	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Know that it is not safe to look directly at the Sun.
Year 2	
Year 3	
Year 4	
Year 5	Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes. (Y5 – Light) Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 Earth and Space)
Year 6	
KS3	The seasons and the Earth’s tilt, day length at different times of year, in different hemispheres.

	Materials
4+	
Year 1	
Year 2	<p>Distinguish between an object and the material from which it is made.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
Year 3	<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.</p> <p>Identify particular uses of everyday materials.</p> <p>Understand what reversible and irreversible changes are.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Know that some changes result in the formation of new materials.</p>
Year 4	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Y4 - Rocks)</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y4 - Rocks)</p>
Year 5	<p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Describe the difference in structure between solids, liquids and gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Know how light travels across translucent, transparent and opaque materials. (Y5 – Light) (Y5 – Earth and space)</p>
Year 6	<p>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 mixing of milk and vinegar.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Compare and group together everyday materials on the basis of their properties, including response to magnets. (Y6 – Forces)</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance. (Y6 – Forces)</p>
KS3	<p>Chemical reactions as the rearrangement of atoms.</p> <p>Representing chemical reactions using formulae and using equations.</p> <p>Combustion, thermal decomposition, oxidation and displacement reactions.</p> <p>Defining acids and alkalis in terms of neutralisation reactions.</p> <p>The pH scale for measuring acidity/alkalinity; and indicators.</p>

	Rocks
4+	
Year 1	
Year 2	<p>Distinguish between an object and the material from which it is made. ( Y2 - Materials)</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. ( Y2 - Materials)</p> <p>Describe the simple physical properties of a variety of everyday materials. ( Y2 - Materials)</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties. ( Y2 - Materials)</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. ( Y2 - Materials)</p>
Year 3	
Year 4	<p>Know that rocks are used for a variety of purposes.</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Know about different types of rock.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>
Year 5	
Year 6	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Y6 - Evolution and inheritance)</p>
KS3	<p>The composition of the Earth.</p> <p>The structure of the Earth.</p> <p>The rock cycle and the formation of igneous, sedimentary and metamorphic rocks (pupils will have knowledge of these names from KS2).</p>

	Light
4+	
Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)
Year 2	
Year 3	
Year 4	
Year 5	<p>Notice how light travels.            Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.            Recognise that they need light in order to see things and that dark is the absence of light.            Notice that light is reflected from surfaces.            Know that light is reflected 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.            Know how light travels across translucent, transparent and opaque materials.            Recognise that shadows are formed when the light from a light source is blocked by an opaque object.            Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.            Find patterns in the way that the size of shadows change.</p>
Year 6	<p>Know that light travels 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.</p>
KS3	<p>The similarities and differences between light waves and waves in matter.            Light waves travelling through a vacuum; speed of light.            The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface.            Use of ray models to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye.            Light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras.            Colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.</p>

Forces	
4+	
Year 1	
Year 2	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Materials)
Year 3	
Year 4	
Year 5	
Year 6	<p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Describe magnets as having two poles.</p> <p>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.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Know that forces are measured in Newtons.</p> <p>Recognise forces as pushes or pulls, which arise from the interaction between two objects.</p> <p>Use force arrows in diagrams.</p> <p>Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.</p> <p>Compare how different materials act on a surface.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>
KS3	<p>Magnetic fields by plotting with compass, representation by field lines.</p> <p>Earth's magnetism, compass and navigation.</p> <p>Using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces.</p> <p>Moment as the turning effect of a force.</p> <p>Forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water.</p> <p>Revision of forces measured in Newtons, moving on to measurements of stretch or compression as force is changed.</p>

	Sound
4+	
Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans).
Year 2	
Year 3	
Year 4	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.
Year 5	
Year 6	
KS3	Waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition. Frequencies of sound waves, measured in Hertz (Hz); echoes, reflection and absorption of sound. Sound needs a medium to travel, the speed of sound in air, in water, in solids. Sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal. Auditory range of humans and animals. Pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound. Waves transferring information for conversion to electrical signals by microphone.

	Electricity
4+	
Year 1	
Year 2	
Year 3	
Year 4	<p>Identify common appliances that run on electricity.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Compare and group together everyday materials on the basis of their electrical conductivity.</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.</p> <p>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.</p>
Year 5	
Year 6	
KS3	<p>Electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge.</p> <p>Potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current.</p> <p>Differences in resistance between conducting and insulating components (quantitative).</p> <p>Static electricity.</p>

Earth and Space	
4+	
Year 1	Observe changes across the four seasons. (Y1 - Seasonal changes) Observe and describe weather associated with the seasons and how day length varies. (Y1 - Seasonal changes)
Year 2	
Year 3	
Year 4	
Year 5	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. Know that our Sun is a star, and that there are other stars in our galaxy, and other galaxies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. Know how light travels across translucent, transparent and opaque materials. (Y5 – Light) (Y5 – Materials) Recognise that shadows are formed when the light from a light source is blocked by an opaque object (Y5 – Light)
Year 6	
KS3	Gravity force, weight = mass x gravitational field strength (g), on Earth $g=10 \text{ N/kg}$ , different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only). The seasons and the Earth's tilt, day length at different times of year, in different hemispheres. The light year as a unit of astronomical distance.