

The comparisons detailed in the document, compare the current 2000 Science Curriculum with the master version of the 2014 Science Curriculum that was published by the DoE in September 2013.

### **KS2 Science Curriculum (2014) Changes At A Glance**

- 1) The "SC1 - Scientific Enquiry" section from the 2000 curriculum has been renamed "Working Scientifically" in the 2014 curriculum.
- 2) The "SC2 - Life Processes & Living Things" section from the 2000 curriculum has been split out into "Animals including humans", "Plants" and "Living things and their habitats" in the new 2014 curriculum.
- 3) The "SC3 - Materials and their properties" section from the 2000 curriculum has been split out into "States of matter" and "Properties and changes of materials " in the new 2014 curriculum.
- 4) The "SC4 - Physical processes" section from the 2000 curriculum has been split out into "Electricity", "Forces and magnets", "Forces", "Light", "Sound" and "Earth and space" in the new 2014 curriculum.
- 5) A new topic area called "Rocks" has been introduced in the new KS2 2014 curriculum.
- 6) A new topic area called "Evolution and inheritance" has been introduced in the new KS2 2014 curriculum.
- 7) New LO's regarding the digestive system in humans along with nutrition and nutrients in animals and humans have been added in the new 2014 curriculum.
- 8) New LO's regarding the way in which light travels and the patterns of shadows have been added in the new 2014 curriculum.
- 9) New LO's regarding the pitch and volume of sound have been added in the new 2014 curriculum.
- 10) New LO's regarding the movement of the Earth, Moon and other planets in our solar system have been added to the new 2014 curriculum.
- 11) The KS1 2000 curriculum "SC3 - Materials and their properties" LO regarding heating and cooling is now included in the KS2 2014 curriculum LO's.
- 12) The KS1 2000 curriculum "SC3 - Materials and their properties" LO regarding heating and cooling is now included in the KS2 2014 curriculum LO's.
- 13) Some LO's from the 2000 curriculum regarding habitats and food chains have been moved from KS2 into KS1 in the new 2014 curriculum.
- 14) All the 2000 curriculum for KS1 "SC4 - Physical Processes" (Electricity, Forces and motion, Light and sound) have been moved into KS2 curriculum.
- 15) "Working Scientifically" explicitly states that children should use simple equipment and perform simple tests. This makes the science more hands-on for the children and enables them to fully experience science for themselves rather than by just videos and demonstrations.
- 16) The new curriculum recommends which year individual LO's should be undertaken. These are just meant as a guide. You are free to teach any of the LO's in any year as you see fit but they must be completed by the end of KS2.

#### **Notes about this document:**

In this document I have highlighted items in the "**Current 2000 Curriculum**" column **RED** whereby I believe they are **no longer present** in the 2014 curriculum.

In this document I have highlighted items in the "**New 2014 Curriculum**" column **RED** whereby I believe they are **new additions** to the curriculum and have not been previously covered within this key stage.

*Obviously, due to the nature of the 2014 curriculum and the supplementary guidance notes, some LO's are open to interpretation and hence you may not always agree with my opinions. However, it is hoped that this document is useful to you and saves you many hours of working out the key changes!*

Feedback is always welcome, please contact me at [info@flashbangpop.co.uk](mailto:info@flashbangpop.co.uk)

Current 2000 Curriculum		New 2014 Curriculum			
		Yr. 3 Science Topics	Yr. 4 Science Topics	Yr. 5 Science Topics	Yr. 6 Science Topics
SC1 - Scientific Enquiry	"Ideas & evidence in science", "Investigative skills"	Working Scientifically Yr. 3/4		Working Scientifically Yr. 5/6	
SC2 - Life Processes & Living Things	"Green Plants"	Plants	N/A	N/A	N/A
SC2 - Life Processes & Living Things	"Life Processes", "Humans and other animals", "Variation and classification", "Living things in their environment"	Animals including humans	Animals including humans	Animals including humans	Animals including humans
SC2 - Life Processes & Living Things	"Life Processes", "Living things in their environment"	N/A	Living things and their habitats	Living things and their habitats	Living things and their habitats
SC3 - Materials and Their Properties	"Grouping and classifying materials", "Changing materials" "Separating mixtures of materials"	N/A	States of matter	Properties and changes of materials	N/A
SC4 - Physical Processes	"Electricity"	N/A	Electricity	N/A	Electricity
SC4 - Physical Processes	"Forces and motion"	Forces and magnets	N/A	Forces	N/A
SC4 - Physical Processes	"Light and sound"	Light	Sound	N/A	Light
SC4 - Physical Processes	"The earth and beyond"	N/A	N/A	Earth and space	N/A
	<i>Does not exist in the 2000 curriculum</i>	Rocks	N/A	N/A	Evolution and inheritance



Current 2000 Curriculum	Yr. of study Topic	New 2014 Curriculum (Master Version - Sept 2013)
<b>SC1 - Scientific Enquiry</b>		<b>Working Scientifically</b>
<b>Ideas and evidence in science</b>		
1 Pupils should be taught to:		
a that science is about thinking creatively to try to explain how living and non-living things work, and to establish links between causes and effects		does not exist in the new 2014 curriculum
b that it is important to test ideas using evidence from observation and measurements	Yr. 5/6	using test results to make predictions to set up further comparative and fair tests
<b>Investigative Skills</b>		
2 Pupils should be taught to:		
<b>Planning</b>		
a ask questions that can be investigated scientifically and decide how to find answers	Yr. 3/4	asking relevant questions and using different types of scientific enquiries to answer them
b consider what sources of information, including first-hand experience, and a range of other sources, they will use to answer questions	Yr. 3/4 Yr. 5/6	implied in the Yr. 3/4 and Yr. 5/6 "Working scientifically" guidance notes
c think about what might happen or try things out when deciding what to do, what kind of evidence to collect, and what equipment and materials to use	Yr. 5/6	planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
d make a fair test or comparison by changing one factor and observing or measuring the effect, while keeping other factors the same	Yr. 3/4	setting up simple practical enquiries, <i>comparative and fair tests</i>



Current 2000 Curriculum	Yr. of study Topic	New 2014 Curriculum (Master Version - Sept 2013)
<b>SC1 - Scientific Enquiry</b>		<b>Working Scientifically</b>
<b><i>Obtaining and presenting evidence</i></b>		
e use simple equipment and materials appropriately and <b>take action to control risks</b>	Yr. 3/4	<i>setting up simple practical enquiries</i> , comparative and fair tests
f make systematic observations and measurements, including the use of ICT for datalogging	Yr. 3/4	making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
g check observations and measurements by repeating them where appropriate	Yr. 5/6	taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
h use a wide range of methods, including diagrams, drawings, tables, bar charts, line graphs, and ICT, to communicate data in an appropriate and systematic manner	Yr. 3/4	recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
	Yr. 5/6	recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs



Current 2000 Curriculum	Yr. of study Topic	New 2014 Curriculum (Master Version - Sept 2013)
<b>SC1 - Scientific Enquiry</b>		<b>Working Scientifically</b>
<b><i>Considering evidence and evaluating</i></b>		
i make comparisons and identify simple patterns or associations in their own observations and measurements or other data	Yr. 3/4	identifying differences, similarities or changes related to simple scientific ideas and processes
j use observations, measurements or other data to draw conclusions	Yr. 3/4	using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
k decide whether these conclusions agree with any prediction made and/or enable further predictions to be made	Yr. 5/6	identifying scientific evidence that has been used to support or refute ideas or arguments.
l use their scientific knowledge and understanding to explain observations, measurements or other data or conclusions	Yr. 3/4	using straightforward scientific evidence to answer questions or to support their findings.
m <b>review their work and the work of others and describe its significance and limitations</b>		<i>does not exist in the new 2014 curriculum</i>
<i>Does not exist in the 2000 curriculum</i>	Yr. 3/4	<b>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</b>
<i>Does not exist in the 2000 curriculum</i>	Yr. 5/6	<b>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</b>



Current 2000 Curriculum	Yr. of study	Topic	New 2014 Curriculum (Master Version Sept 2013)
<b>SC2 - Life Processes and living things</b>			
<b>Life Processes</b>			
1 Pupils should be taught:			
a that the life processes common to humans and other animals include nutrition, movement, growth and reproduction	Yr. 5	Living things and their habitats	describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
b that the life processes common to plants include growth, nutrition and reproduction	Yr. 5	Living things and their habitats	describe the life process of reproduction in some plants and animals.
c <i>to make links between life processes in familiar animals and plants and the environments in which they are found</i>			<i>does not exist in the 2014 curriculum</i>

Current 2000 Curriculum	Yr. of study	Topic	New 2014 Curriculum (Master Version Sept 2013)
<b>SC2 - Life Processes and living things</b>			
<b>Humans and other animals</b>			
2 Pupils should be taught:			
<b>Nutrition</b>			
a the functions and care of teeth	Yr. 4	Animals inc humans	identify the different types of teeth in humans and their simple functions
b about the need for food for activity and growth, and about the importance of an adequate and varied diet for health			does not exist in the new KS2 2014 curriculum- moved to KS1
<b>Circulation</b>			
c that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs	Yr. 6	Animals inc humans	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
d about the effect of exercise and rest on pulse rate			does not exist in the new 2014 curriculum
<b>Movement</b>			
e that humans and some other animals have skeletons and muscles to support and protect their bodies and to help them to move	Yr. 3	Animals inc humans	identify that humans and some other animals have skeletons and muscles for support, protection and movement.
<b>Growth and reproduction</b>			
f about the main stages of the human life cycle	Yr. 5	Animals inc humans	describe the changes as humans develop to old age.
<b>Health</b>			
g about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health	Yr. 6	Animals inc humans	recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
h about the importance of exercise for good health			
Does not exist in the 2000 curriculum	Yr. 3	Animals inc 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
Does not exist in the 2000 curriculum	Yr. 4	Animals inc humans	describe the simple functions of the basic parts of the digestive system in humans
Does not exist in the 2000 curriculum	Yr. 6	Animals inc humans	describe the ways in which nutrients and water are transported within animals, including humans.

Current 2000 Curriculum	Yr. of study	Topic	New 2014 Curriculum (Master Version Sept 2013)
<b>SC2 - Life Processes and living things</b>			
<b>Green Plants</b>			
3 Pupils should be taught:			
a the effect of light, air, water and temperature on plant growth	Yr. 3	Plants	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
b the role of the leaf in producing new material for growth	Yr. 3	Plants	identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
c that the root anchors the plant, and that water and mineral are taken in through the root and transported through the stem to other parts of the plant	Yr. 3	Plants	investigate the way in which water is transported within plants
<b>Reproduction</b>			
d about the parts of the flower (e.g. stigma, stamen, petal, sepal) and their role in the life-cycle of flowering plants, including pollination, seed formation, seed dispersal and germination	Yr. 3	Plants	explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
<b>Variation and classification</b>			
4 Pupils should be taught:			
a to make and use keys	Yr. 4	Living things and their habitats	explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
b how locally occurring animals and plants can be identified and assigned to groups	Yr. 4	Living things and their habitats	recognise that living things can be grouped in a variety of ways
c that the variety of plants and animals makes it important to identify them and assign them to groups			

Current 2000 Curriculum	Yr. of study	Topic	New 2014 Curriculum (Master Version Sept 2013)
<b>SC2 - Life Processes and living things</b>			
<b>Living things in their environment</b>			
5 Pupils should be taught:			
a about ways in which living things and the environment need protection	Yr. 4	Living things and their habitats	recognise that environments can change and that this can sometimes pose dangers to living things.
<b>Adaptation</b>			
b about the different plants and animals found in different habitats			<i>Moved to KS1 in the new 2014 curriculum</i>
c how animals and plants in two different habitats are suited to their environment			<i>Moved to KS1 in the new 2014 curriculum</i>
<b>Feeding relationships</b>			
d to use food chains to show feeding relationships in a habitat	Yr. 4	Animals inc humans	construct and interpret a variety of food chains, identifying producers, predators and prey.
e about how nearly all food chains start with a green plant			<i>does not exist in the new 2014 curriculum</i>
<b>Microrganisms</b>			
f that micro-organisms are living organisms that are often too small to be seen and that they may be beneficial (e.g. in the breakdown of waste, making bread) or harmful (e.g. in causing disease, in causing food to go mouldy)	Yr. 6	Living things and their habitats	describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
<i>Does not exist in the 2000 curriculum</i>	Yr. 6	Living things and their habitats	<b>give reasons for classifying plants and animals based on specific characteristics</b>

Current 2000 Curriculum	Yr. of study	Topic	New 2014 Curriculum (Master Version Sept 2013)
<b>SC3 - Materials and their properties</b>			
<b>Grouping and classifying materials</b>			
1 Pupils should be taught:			
a to compare everyday materials and objects on the basis of their material properties, including hardness, strength, flexibility and magnetic behaviour, and to relate these properties to everyday uses of the materials	Yr. 5	Properties and changes of materials	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
b that some materials are better thermal insulators than others			
c that some materials are better electrical conductors than others	Yr. 4	Electricity	recognise some common conductors and insulators, and associate metals with being good conductors.
d to describe and group rocks and soils on the basis of characteristics, including appearance, texture and permeability	Yr. 3	Rocks	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
e to recognise differences between solids, liquids and gases, in terms of ease of flow and maintenance and shape and volume. (Note: particle theory need not be taught)	Yr. 4	States of matter	compare and group materials together, according to whether they are solids, liquids or gases
<i>Does not exist in the 2000 curriculum</i>	Yr. 3	Rocks	describe in simple terms how fossils are formed when things that have lived are trapped within rock
<i>Does not exist in the 2000 curriculum</i>	Yr. 3	Rocks	recognise that soils are made from rocks and organic matter.
<i>Does not exist in the 2000 curriculum</i>	Yr. 5	Properties and changes of materials	give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Current 2000 Curriculum	Yr. of study	Topic	New 2014 Curriculum (Master Version Sept 2013)
<b>SC3 - Materials and their properties</b>			
<b>Changing materials</b>			
2 Pupils should be taught:			
a to describe changes that occur when materials are mixed (e.g. adding salt to water)	Yr. 5	Properties and changes of materials	<i>implied in the Yr. 5 "Properties and changes materials" guidance notes. Also, see the 2000 curriculum item 2d for additional alignment with the 2014 curriculum.</i>
b to describe the changes that occur when materials (e.g. water, clay, dough) are heated or cooled.	Yr. 4	States of matter	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)
c that temperature is a measure of how hot or cold things are			
d about reversible changes, including dissolving, melting, boiling, condensing, freezing and evaporating	Yr. 5	Properties and changes of materials	demonstrate that dissolving, mixing and changes of state are reversible changes
e the part played by evaporation and condensation in the water cycle	Yr. 4	States of matter	identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
f that non-reversible changes (e.g. vinegar reacting with bicarbonate of soda, plaster of Paris with water) result in the formation of new materials that may be useful	Yr. 5	Properties and changes of materials	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.
g that burning materials (e.g. wood, wax, natural gas) results in the formation of new materials and that this change is not usually reversible			



Current 2000 Curriculum	Yr. of study	Topic	New 2014 Curriculum (Master Version Sept 2013)
<b>SC3 - Materials and their properties</b>			
<b>Separating mixtures of materials</b>			
3 Pupils should be taught:			
a how to separate solid particles of different sizes by sieving (e.g. those in soil)			
b that some solids (e.g. salt, sugar) dissolve in water to give solutions but some (e.g. sand, chalk) do not			know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
c how to separate solids from liquids by filtering	Yr. 5	Properties and changes of materials	
d how to recover dissolved solids by evaporating the liquid from the solution			use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
e to use knowledge of solids, liquids and gases to decide how mixtures might be separated			



Current 2000 Curriculum	Yr. of study	Topic	New 2014 Curriculum (Master Version Sept 2013)
<b>SC4 - Physical Processes</b>			
<b>Electricity</b>			
1 Pupils should be taught:			
<b>Simple Circuits</b>			
a to construct circuits incorporating a battery or power supply and a range of switches, to make electrical devices (e.g. buzzers, motors) work	Yr. 4	Electricity	construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
b how changing the number or type of components (e.g. batteries, bulbs, wires) in a series circuit can make bulbs brighter or dimmer (note: resistance need not be taught)	Yr. 6	Electricity	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
c how to represent series circuits by drawings and conventional symbols, and how to construct series circuits on the basis of drawings and diagrams using conventional symbols	Yr. 6	Electricity	use recognised symbols when representing a simple circuit in a diagram.
<i>Exists in the KS1 SC4 section of the 2000 curriculum</i>	Yr. 4	Electricity	identify common appliances that run on electricity
<i>Does not exist in the 2000 curriculum</i>	Yr. 4	Electricity	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
<i>Exists in the KS1 SC4 section of the 2000 curriculum</i>	Yr. 4	Electricity	recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit



Current 2000 Curriculum	Yr. of study	Topic	New 2014 Curriculum (Master Version Sept 2013)
<b>SC4 - Physical Processes</b>			
<b>Forces and motion</b>			
2 Pupils should be taught:			
<b>Types of force</b>			
a about the forces of attraction and repulsion between magnets, and about the forces of attraction between magnets and magnetic materials	Yr. 3	Forces and magnets	observe how magnets attract or repel each other and attract some materials and not others
<i>Does not exist in the 2000 curriculum</i>	Yr. 3	Forces and magnets	compare how things move on different surfaces
<i>Does not exist in the 2000 curriculum</i>	Yr. 3	Forces and magnets	notice that some forces need contact between two objects, but magnetic forces can act at a distance
<i>Does not exist in the 2000 curriculum</i>	Yr. 3	Forces and magnets	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
<i>Does not exist in the 2000 curriculum</i>	Yr. 3	Forces and magnets	describe magnets as having two poles
<i>Does not exist in the 2000 curriculum</i>	Yr. 3	Forces and magnets	predict whether two magnets will attract or repel each other, depending on which poles are facing.
b that objects are pulled downwards because of the gravitational attraction between them and the Earth (note: distinction between mass and weight need not be taught)	Yr. 5	Forces	explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
c about friction, including air resistance, as a force which slows moving objects and may prevent objects from starting to move	Yr. 5	Forces	identify the effects of air resistance, water resistance and friction, that act between moving surfaces
d that when objects (e.g. a spring, a table) are pushed or pulled, an opposing pull or push back can be felt			<i>does not exist in the KS2 2014 curriculum - moved to KS3</i>
e how to measure forces and identify the direction in which they act.			<i>does not exist in the KS2 2014 curriculum - moved to KS3</i>
<i>Does not exist in the 2000 curriculum</i>	Yr. 5	Forces	recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.



Current 2000 Curriculum	Yr. of study	Topic	New 2014 Curriculum (Master Version Sept 2013)
<b>SC4 - Physical Processes</b>			
<b>Light and sound</b>			
3 Pupils should be taught:			
<b>Everyday effects of light</b>			
a that light travels from a source	Yr. 6	Light	<i>Implied in the Yr. 6 "Light" guidance notes</i>
b that light cannot pass through some materials and how this leads to the formation of shadows	Yr. 3	Light	recognise that shadows are formed when the light from a light source is blocked by a solid object
c that light is reflected from surfaces (e.g. mirrors, polished metals)	Yr. 3	Light	notice that light is reflected from surfaces
<i>Exists in the KS1 SC4 section of the 2000 curriculum</i>	Yr. 3	Light	recognise that they need light in order to see things and that dark is the absence of light
<i>Does not exist in the 2000 curriculum</i>	Yr. 3	Light	recognise that light from the sun can be dangerous and that there are ways to protect their eyes
<i>Does not exist in the 2000 curriculum</i>	Yr. 3	Light	find patterns in the way that the size of shadows change.
<i>Does not exist in the 2000 curriculum</i>	Yr. 6	Light	recognise that light appears to travel in straight lines
<i>Does not exist in the 2000 curriculum</i>	Yr. 6	Light	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
<i>Does not exist in the 2000 curriculum</i>	Yr. 6	Light	use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
<b>Seeing</b>			
d that we see things only when light from them enters our eyes	Yr. 6	Light	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



Current 2000 Curriculum	Yr. of study	Topic	New 2014 Curriculum (Master Version Sept 2013)
<b>SC4 - Physical Processes</b>			
<b>Vibration and sound</b>			
e that sounds are made when objects (e.g. strings on musical instruments) vibrate but that vibrations are not always directly visible	Yr. 4	Sound	identify how sounds are made, associating some of them with something vibrating
f how to change the pitch and loudness of sounds produced by some vibrating objects (e.g. a drum skin, a plucked string)	Yr. 4	Sound	<i>implied in the Yr. 4 "Sound" guidance notes</i>
g that vibrations from sound sources require a medium (e.g. metal, wood, glass, air) through which to travel to the ear	Yr. 4	Sound	recognise that vibrations from sounds travel through a medium to the ear
<i>Does not exist in the 2000 curriculum</i>	Yr. 4	Sound	<i>find patterns between the pitch of a sound and features of the object that produced it</i>
<i>Does not exist in the 2000 curriculum</i>	Yr. 4	Sound	<i>find patterns between the volume of a sound and the strength of the vibrations that produced it</i>
<i>Exists in the KS1 SC4 section f the 2000 curriculum</i>	Yr. 4	Sound	<i>recognise that sounds get fainter as the distance from the sound source increases.</i>
<b>The Earth and beyond</b>			
4 Pupils should be taught:			
<b>The Sun, Earth and Moon</b>			
a that the Sun, Earth and Moon are approximately spherical	Yr. 5	Earth and space	describe the Sun, Earth and Moon as approximately spherical bodies
b how the position of the Sun appears to change during the day, and how shadows change as this happens	Yr. 5	Earth and space	use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
c how day and night are related to the spin of the Earth on its own axis			
d <i>that the Earth orbits the Sun once each year, and that the Moon takes approximately 28 days to orbit the Earth</i>			<i>does not exist in the 2014 curriculum</i>
<i>Does not exist in the 2000 curriculum</i>	Yr. 5	Earth and space	<i>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</i>
<i>Does not exist in the 2000 curriculum</i>	Yr. 5	Earth and space	<i>describe the movement of the Moon relative to the Earth</i>



Current 2000 Curriculum	Yr. of study Topic	New 2014 Curriculum (Master Version Sept 2013)	
<p><i>These items do not exist in the current 2000 curriculum</i></p>		<b>Evolution and inheritance</b>	
		Pupils should be taught to:	
	Yr. 6	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
	Yr. 6	Evolution and inheritance	recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
Yr. 6	Evolution and inheritance	identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	