



ELECTRICITY (PHYSICS)

National Curriculum Statements in red are from other linked topics.

Progression in Scientific knowledge, concepts & skills	EYFS (Early Learning Goals)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
<p style="text-align: center;"><u>Concepts</u> Cause and effect Energy</p>	<p>Children know about similarities and difference in relation to places, objects, materials and living things.</p> <p>Children talk about features of their own immediate environment and how environments might vary from one another</p> <p>Children make observations of animals</p>				<p>Identify common appliances that run on electricity.</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</p>		<p>Use recognized symbols when representing a simple circuit in a diagram.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and on/off positions of switches.</p>	<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>



	and plants and explain why some things occur and talk about changes.				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.			Differences in resistance between conducting and insulating components (quantitative). Static electricity.
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