



## ROCKS (CHEMISTRY)

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><u>Concepts</u>            Structure            Cause and effect            Changes            Similarity and Difference</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</p>	<p>Distinguish between an object and the material from which it is made. (Y1 - Everyday materials)</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials)</p> <p>Describe the simple physical properties of a variety of everyday materials. (Y1)</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 - Uses of everyday materials)</p>	<p>Compare and group different types of rocks on the basis of their appearance and simple physical properties.</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</p>			<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>	<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.</p>



	of animals and plants and explain why some things occur and talk about changes.	- Everyday materials)  Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials)		matter.				
--	---	--	--	---------	--	--	--	--