



# Staindrop CE Primary School Science Curriculum



# "Through God's love, we are the rich soil where roots grow and seeds flourish"

## Intent

At Staindrop CE Primary, it is our intention that every pupil, irrelevant of needs, develops such a passion for Science that they harness their natural excitement and curiosity and in turn this inspires them to pursue scientific enquiry. We wish that every child is excited by scientific ideas and wants to learn to explain and analyse phenomena, make predictions and solve problems.

Through Science, we aim to support this philosophy by

- investigating problems both as groups and as an individual, using the 5 types of enquiry
- learning how science works through research, experts and being curious
- discovering why science matters in the world – careers and opportunities
- enabling children to build up a body of key knowledge and an understanding of key scientific concepts through investigation

Being scientists and developing the Working Scientifically skills

- enabling children to apply their scientific understanding to rationalise and explain new phenomena
- developing a sense of excitement and curiosity about science and natural phenomena

Inspire children to read and seek to find out more through quality non-fiction texts, expert visitors and trips

At our school we know that children learn best when the curriculum is well sequenced to enable revisiting of core knowledge, skills and understanding to deepen conceptual awareness before demanding application across the whole curriculum.

Please see the Science Progression of Skills documents (held in school), which outline how the key skills are developed, revisited, assessed and built upon during EYFS and Year 1 to Year 6.

### Barriers to Science for Staindrop CE Pupils:

*Rural deprivation-lack of access to Museums etc.*

*Lack of diversity within the school community (predominantly white British)*

*Children lack independence and confidence to communicate their ideas/oracy skills compared to their high academic outcomes*

*Wide socio-economic gap within the school-*

*Above national levels of PP in some cohorts*

*Above national levels of SEND in some cohorts*

*Children struggle to retain specific facts in the long term*

*Decreased engagement from parents with children's learning since COVID*

### CURRICULUM AIM:

Know more, Do more & Remember more

### CURRICULUM AIM:

Meet people, go places & make things happen

### CURRICULUM AIM:

Love of Reading

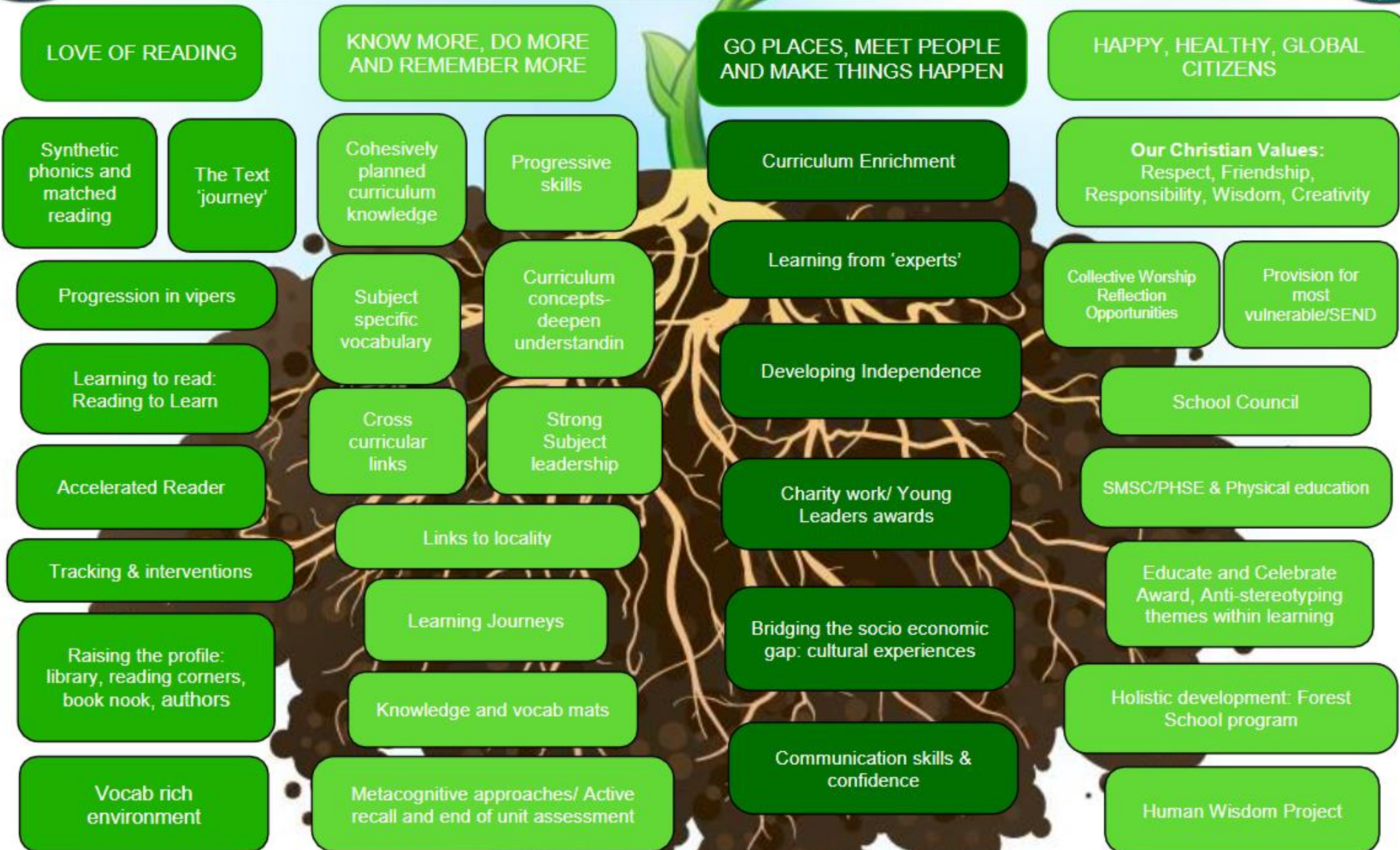
### CURRICULUM AIM:

Happy Healthy Global Citizens





'THROUGH GOD'S LOVE, WE ARE THE RICH SOIL WHERE ROOTS GROW AND SEEDS FLOURISH' Luke 8: 4-15





# Curriculum Concepts:



# Science Focus:



Plants



Evolution and Inheritance



Animals and Humans



Living Things and Habitats



Forces



Electricity



Light



Earth and Space



Seasonal Change



Sound



Materials



Rocks



States of Matter





# @ Staindrop!

*At Staindrop CE Primary School, we seek to discover new things, are critical thinkers and are inspired by the world around us.*

## As Staindrop Scientists,

We are curious about the world around us

We think of our own scientific questions to investigate

We work both as a team and independently

We are hands on and practical

We are inspired by science in the real world

We learn indoors and outdoors

We talk about science using our expert voices

We take risks and thrive on discovering new things

We take risks and thrive on discovering new things



- Nursery – Living Things
- Use all their senses in hands-on exploration of natural materials.
  - Explore collections of materials with similar and/or different properties.
  - Begin to understand the need to respect and care for the natural environment and all living things.



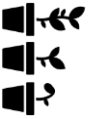
- Nursery – Animals and Humans
- Use all their senses in hands-on exploration of natural materials.
  - Begin to make sense of their own life-story and family's history.
  - Understand the key features of the life cycle of a plant and an animal.
  - Begin to understand the need to respect and care for the natural environment and all living things.



- Reception – Animals and Humans
- Talk about members of their immediate family and community.
  - Name and describe people who are familiar to them.
  - Recognise some environments that are different to the one in which they live



- Reception – Living Things
- Draw information from a simple map.
  - Explore the natural world around them.
  - Describe what they see, hear and feel whilst outside.
  - Recognise some environments that are different to the one in which they live



- Nursery – Plants
- Use all their senses in hands-on exploration of natural materials.
  - Explore collections of materials with similar and/or different properties.
  - Plant seeds and care for growing plants.
  - Understand the key features of the life cycle of a plant and an animal.
  - Begin to understand the need to respect and care for the natural environment and all living things

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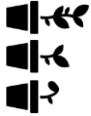
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EYFS





### Y1 - Plants Summer 1 and 2

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.



### Y2 - Plants – Summer 2

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.



### Y1 - Animals Including Humans –

#### Spring 1

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).



### Y2 - Animals including Humans –

#### Summer 1

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.



### Y1 - Animals Including

#### Humans – Autumn 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.



### Y2 - Living things and their habitats– Spring 1

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including microhabitats.
- 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.



KS1





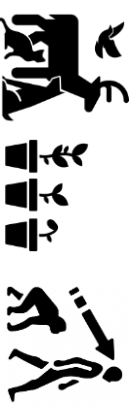
#### Y6 - Animals including Humans – Summer 2

- 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.



#### Y6 - Living Things and their Habitats – Spring 1

- 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.



#### Y6 - Evolution and Inheritance – Spring 1

- 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.



#### Y4 - Living Things and their Habitats – Summer 1

- 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.



#### Y5 - Living things and their Habitats – Summer 2

- 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.



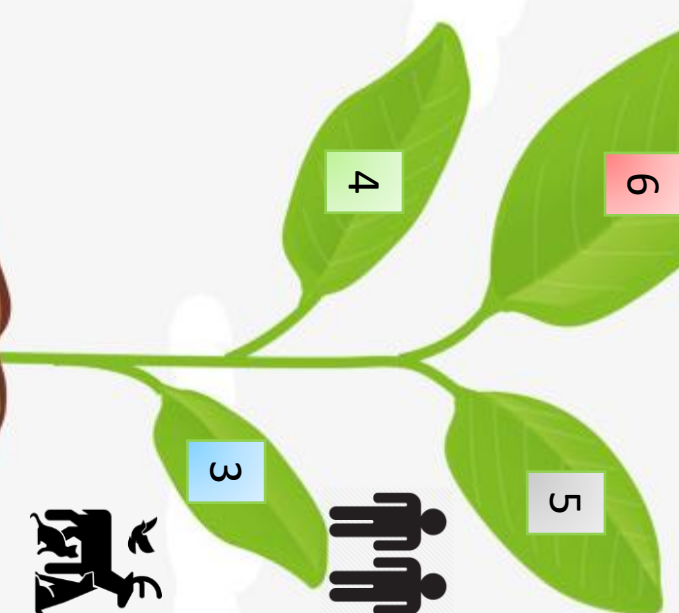
#### Y5 - Animals including Humans – Summer 1

Describe the changes as humans develop to old age.



#### Y4 - Animals including Humans – Spring 1

- 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.



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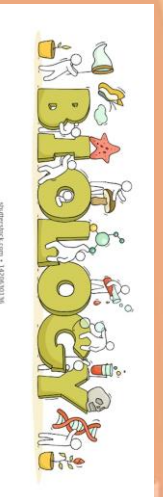
#### Y3 - Animals including humans – Summer 1

- 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 skeletons and muscles for support, protection and movement.



#### Y3 - Plants – Summer 2

- 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.



KS2



# PHYSICS



**Reception – Light**

- Describe what they see, hear and feel whilst outside.

**Reception – Sound**

- Describe what they see, hear and feel whilst outside.



**Y3 - Forces – Spring 1**

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.

**Reception – Seasonal Change**

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.



**Reception – Forces**

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.

**Y3 - Light – Autumn 2**

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.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- Find patterns in the way that the size of shadows change.



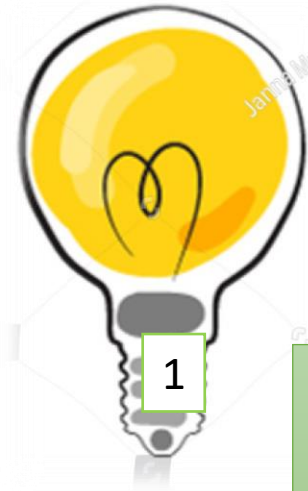
**Nursery – Sound**

- Explore how things work.



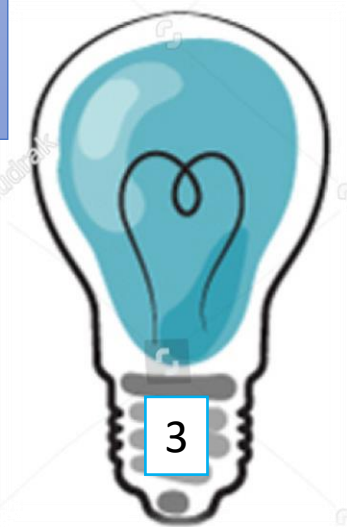
**Nursery – Forces**

- Explore how things work.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.



**Year 1 – Seasonal Change**

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies



# PHYSICS



## Y4 - Sound – Autumn 1

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.



## Y6 - Light – Spring 1`

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.



## Y6 - Electricity – Summer 1

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.

## Y5 - Earth and Space – Autumn 1

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.



## Y5 - Forces – Autumn 2

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.



## Y4 - Electricity – Summer 2

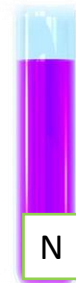
- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is 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



# chemistry

## Nursery - Materials

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about the differences between materials and changes they notice.



## Y3 - Rocks – Autumn 1

- 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.



## Y5 - Properties and changes of materials– Spring 1

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.



## Y4 - States of matter– Autumn 2

Compare and group materials together, according to whether they are solids, liquids or gases.

• 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).

• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

• Recognise some common conductors and insulators, and associate metals with being good conductors. (Y4 - Electricity)



## Reception – Materials

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside



## Y2 - Materials – Autumn 1 and 2

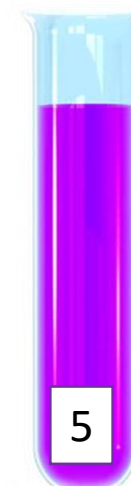
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.



## Y1 - Materials – Autumn 2

Distinguish between an object and the material from which it is made.

- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.







# Science Subject Story – Yearly Coverage



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Biology Animals Including Humans (Human body and senses)	Chemistry Everyday Materials	Biology Animals Including Humans (animal classification)	BRITISH SCIENCE WEEK  WORKING SCIENTIFICALLY FOCUS	Biology Plants	
Seasonal changes covered throughout the year						
Year 2	Chemistry Everyday materials and their properties		Biology Living things and their habitats	2024 Theme is TIME	Biology Animals Including Humans	Biology Plants
Year 3	Chemistry Rocks and Soils	Physics Light and Shadow	Physics Forces and Magnets		Biology Animals Including Humans	Biology Plants
Year 4	Physics Sound	Chemistry Materials (states of matter)	Biology Animals Including Humans (Digestive system and teeth)		Living things Biology Living things and their habitats (classification)	Physics Electricity
Year 5	Physics Earth and Space	Physics Forces	Chemistry Properties and Changing Materials		Biology Animals Including Humans (growth)	Biology Living things and their habitats (life cycles and reproduction)
Year 6	Physics Light	Physics Electricity	Biology Animals including Humans (Circulatory System)		Biology Living things and their habitats (Classification)	Biology Evolution and Inheritance  Puberty Talk 9in line with PSHE curriculum)



# Scientists across the curriculum



# Scientists Across the Curriculum

Research has shown that, while learning science can be interesting and enjoyable, many children find that what they learn at school is abstract and they cannot see how it relates to their own lives. Consequently, they see science as something that is not for them.

Studies have shown that these perceptions can start early in a child's primary school career. Children who think or feel this way have low science capital. One way of increasing children's science capital is for them to learn about scientists that they can identify with.

As Staindrop Scientists, our aim is to expose children to a wide variety of scientists who:

- are relevant to the topics
- illustrate how scientific knowledge has developed over time
- children can identify with and whose work they can relate to.

For each topic in each year-group, a scientist has been chosen as a focus. The scientist will meet the following three criteria:

- historical figures who illustrate the development of scientific knowledge over time
- scientists from under-represented groups
- modern scientists whose work is relevant to children and who reflect their world and backgrounds.

As well as these specific scientists that are covered during topics, other relevant and key scientists will be explored through other areas of the curriculum, such as whole school enrichment, British Science Week, Maths and The Big Bird Watch.





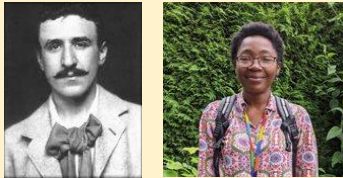






## A SCIENTIST JUST LIKE ME

Introducing children to a diverse range of scientists and people who work in science-related jobs



**A Scientist Just Like Me** is designed to raise awareness of diversity in science-related jobs and to provide illustrated examples of a wide range of science-based careers. It consists of a series of short slideshows, each one ‘telling the story’ of a particular scientist or person working in a science-related job. The people included share details of their work and their everyday lives, making their stories relatable to children. They describe their job, what they like about it, and the challenges they have faced on their career journeys.

The resources focus on the skills, attitudes and habits that are needed to carry out the work, rather than on any expert knowledge, which may be daunting or seem out of reach to children. At the end of each slideshow, the children are encouraged to imagine and discuss what it might be like to do that job.





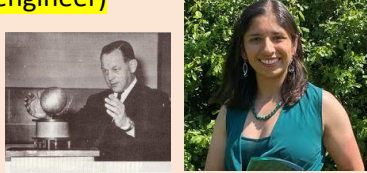
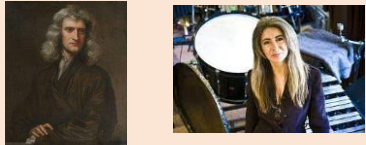

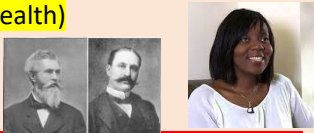


	Plants	Animals, Including Humans	Everyday Materials	Seasonal Change	Senses
<b>Year 1</b>	<p>Maria Sibylla Merian German artist, scientific illustrator, and naturalist</p> <p>Arit Anderson - Garden Designer and presenter of Gardeners World</p>  <p>Arborist (cares for and manages trees) Botanist (studies plants)</p>	<p>Joan Beauchamp Procter Herpetologist and Curator of Reptiles, London Zoo</p> <p>Malaika Vaz (Wildlife Videographer and National Geographic Explorer)</p>  <p>Zoologist (studies animals) Wildlife photographer (takes pictures of animals and plants)</p>	<p>Charles Macintosh Chemist and inventor of waterproof clothing</p> <p>Dr Pearl Agyakwa (Materials scientist)</p>  <p>Materials scientist (researches structures and properties of materials)</p>	<p>Jim Cantore Meteorologist and storm tracker</p> <p>Liam Dutton (Weatherperson/Meteorologist)</p>  <p>Meteorologist (studies the atmosphere and weather) Climatologist (studies climate patterns)</p>	<p>Miller Hutchinson Electrical engineer – invented the first electrical hearing aid</p> 
	Plants	Animals, Including Humans	Everyday Materials	Living Things and Their Habitats	
<b>Year 2</b>	<p>Angie Burnett Plant Biologist who grows plants and sees how they react to different conditions that make it more difficult for them to grow</p> <p>George Washington Carver (Botanist)</p>  <p>Gardener (creates and maintains gardens and green spaces) Tree surgeon (plants, maintains and manages trees)</p>	<p>Dr Kelly Blacklock Veterinary Surgeon</p> <p>Bear Grylls (Survival Expert)</p>  <p>Animal behaviourist (studies animal interactions) Exercise physiologist (a doctor who helps people improve their fitness)</p>	<p>John McAdam Inventor of the modern road surface</p> <p>Danial Azahan (Mechanical engineer)</p>  <p>Builder (builds structures) Mechanical engineer (designs, analyses and manufactures mechanical systems)</p>	<p>William Kirby (Father of modern entomology, the study of insects)</p> <p>Tanesha Aleen (Zoologist)</p>  <p>Taxonomist (classifies animals and plants) Wildlife Filmmaker (creates films and documentaries about wildlife)</p>	

Historical Figures





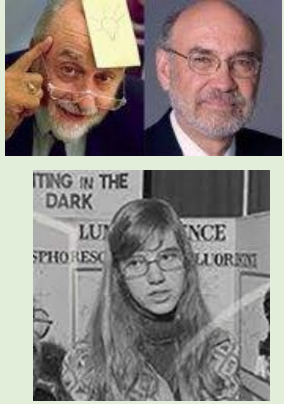
Under-represented groups

Modern Scientists

Careers

	Plants	Animals, Including Humans	Rocks and Soils	Light	Forces and Magnets
Year 3	<p>Dr Kelsey Byers Biologist who studies flower smells and how they attract insects</p> <p>Ahmed Mumin Warfa (Somali Botanist)</p>  <p>Horticulturist (an expert in garden cultivation and management) Irrigation engineer (creates and develops water systems)</p>	<p>Marie Curie Physicist who invented the first mobile x-ray machine to treat soldiers wounded on the battlefield in WWI</p> <p>Zubair Haleem (Academy physio at Arsenal)</p>  <p>Physiologist (a scientist who studies how plants and animals function) Dietician (develops nutrition advice to improve people's diets)</p>	<p>Mary Anning Fossil hunter who developed the theory that dinosaurs had become extinct a long time ago</p> <p>Christopher Jackson (geologist)</p>  <p>Geologist (studies the Earth and what it is made of, including rocks) Volcanologist (studies volcanoes)</p>	<p>Percy Shaw Inventor of the cat's eye</p> <p>CV Raman (Physicist)</p>  <p>Astronomer (studies space) Optician (a doctor specialising in vision and eye health)</p>	<p>Eric Laithwaite Electrical Engineer who developed the technology behind the Maglev train</p> <p>Jyoti Sehdev (Senior civil engineer)</p>  <p>Architect (designs buildings) Seismologist (studies earthquakes)</p>
	Sound	States of Matter	Digestive System	Living Things	Electricity
Year 4	<p>Isaac Newton Mathematician &amp; Physicist who measured the speed of sound</p> <p>Evelyn Glennie (Deaf percussionist)</p>  <p>Audiologist (studies sound and its properties) Sound engineer (deals with sound for broadcasts or musical performances)</p>	<p>Daniel Fahrenheit Physicist</p> <p>Anders Celsius</p> <p>Dr Fangxian Fang (Earth scientist)</p>  <p>Nanoscientist (studies in small things such as atoms) Science teacher (teaches others about science)</p>	<p>Washington &amp; Lucius Sheffield Dentists who invented toothpaste in a tube</p> <p>Charlotte Armah (nutritional biochemist - looking at the effect of diet on human health)</p>  <p>Orthodontist (a doctor who looks after people's teeth and gums) Nutritionist (studies nutrition in food and how it affects our bodies)</p>	<p>Rachel Carson Aquatic Biologist who wrote about environmental pollution</p> <p>Prem Singh Gill (Polar scientist)</p>  <p>Conservationist (works for the protection and preservation of living things and the environment) Ecologist (studies interactions between living things and their environments)</p>	<p>Lewis Howard Latimer Electronic Engineer who improved the design of Edison's light bulb and brought street lighting to the world</p> <p>Hertha Ayrton (Electrical engineer and suffragette)</p>  <p>Electrical engineer (works with equipment that uses electricity) Physicist (studies physics)</p>
	Historical Figures	Under-represented groups	Modern Scientists	Careers	



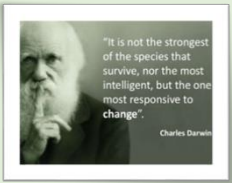

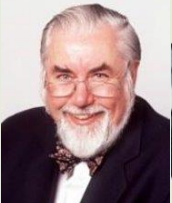







	Earth and Space	Forces	Animals, Including Humans	Living Things	Properties and Changing Materials
Year 5	<p>Tim Peake (Astronaut who was the first British person to walk in space)</p> <p>Valentina Tereshkova Astronaut and first woman in space</p> <p>Dr Helen Mason (Solar scientist)</p>  <p>Astronaut (travels to space to carry out research) Astronautical engineer (develops spacecraft) Astrophysicist (studies the physics of space and objects in space)</p>	<p>Archimedes Mathematician who developed theories about how levers and pulleys can lift and move heavy objects</p> <p>Rafsan Chowdhury (Mechanical Engineer)</p>  <p>Aeronautical engineer (designs, develops, manufactures and maintains aircraft) Builder (builds structures) Mechanical engineer (designs, analysis and manufactures mechanical systems)</p>	<p>Virginia Apgar Doctor &amp; Medical Researcher who developed a method of evaluating the well-being of new-born babies</p> <p>Olive Guthrie Smith (physiotherapist)</p>  <p>Physiotherapist (helps people affected by illness, injury or disability thorough movement and exercise) Psychiatrist (a doctor who specialises in mental health)</p>	<p>David Attenborough Naturalist &amp; TV Presenter</p>  <p>Farmer (grows crops and raises animals for food) Oceanographer (studies the physical and biological aspects of the ocean)</p>	<p>Spencer Silver &amp; Arthur Fry Chemical Engineer &amp; Chemist respectively who invented the post-it note</p> <p>Becky Schroeder (Inventor of the glow sheet)</p>  <p>Chemical engineer (solves problems involving chemicals) Biochemist (investigates chemical processes that take place inside living things)</p>

Historical Figures

Under-represented groups

Modern Scientists

Careers

	Evolution and Inheritance	Light	Electricity	Living Things	Circulatory System
Year 6	<p>Charles Darwin Natural Historian who developed the theory of evolution by natural selection Rosalind Franklin (Discovered the structure of DNA)</p>   <p>Archeologist (studies history using artefacts) Geneticist (studies genes) Palaeontologist (studies fossils)</p>	<p>Colin Webb Professor of Laser Physics Patricia Bath (Ophthalmologist and inventor)</p>   <p>Architect (designs buildings) Ophthalmologist (a doctor specialising in vision and eye health)</p>	<p>Alessandro Volta Physicist who developed the electric battery Mo Ibrahim (Pioneer in the mobile phone industry)</p>   <p>Electrician (installs and maintains electrical equipment) Renewable energy engineer (works on environmentally conscious energy production)</p>	<p>Carl Linnaeus Botanist &amp; Zoologist who developed a taxonomy for classifying organisms Nazifa Tabassum (Microbiologist and Science Communicator)</p>   <p>Microbiologist (studies tiny living things) Plant geneticist (studies genetics in plants - many work on developing crops to be more robust or provide more nutrition)</p>	<p>Ruth Ella Moore Bacteriologist who researched immunology, blood groups and tuberculosis Elizabeth Anionwu (Sickle cell and thalassemia specialist)</p>   <p>Cardiologist (a doctor specialising in the heart and circulatory system) Haematologist (studies blood and its diseases)</p>

Historical Figures

Under-represented groups

Modern Scientists

Careers