

# > Framework correlation

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Below you will find a table setting out specifically where to find coverage of the framework objectives for Stage 1

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>Thinking and Working Scientifically</b>																		
<b>1TWSp.01</b> Ask questions about the world around us and talk about how to find answers.							✓		✓	✓		✓						
<b>1TWSp.02</b> Make predictions about what they think will happen.	✓		✓	✓		✓				✓		✓	✓		✓	✓	✓	✓
<b>1TWSc.01</b> Sort and group objects, materials and living things based on observations of the similarities and differences between them.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓
<b>1TWSc.02</b> Use given equipment appropriately.			✓	✓		✓				✓		✓				✓		✓
<b>1TWSc.03</b> Take measurements in non-standard units.			✓				✓		✓					✓		✓		✓
<b>1TWSc.04</b> Follow instructions safely when doing practical work.				✓	✓	✓				✓		✓				✓		✓
<b>1TWSc.05</b> Collect and record observations and/or measurements by annotating images and completing simple tables.	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	✓	✓
<b>1TWSa.01</b> Describe what happened during an enquiry and if it matched predictions.	✓		✓	✓									✓	✓	✓	✓		✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>Biology</b>																		
<b>1Bs.01</b> Recognise and name the major parts of familiar flowering plants (limited to roots, leaves, stems and flowers).	✓	✓	✓															
<b>1Bs.02</b> Identify the senses (limited to sight, hearing, taste, smell and touch) and what they detect, linking each to the correct body part.													✓	✓	✓			
<b>1Bs.03</b> Recognise and name the major external parts of the human body.													✓	✓	✓			
<b>1Bp.01</b> Identify living things and things that have never been alive.	✓	✓	✓															
<b>1Bp.02</b> Know that animals, including humans, need air, water and suitable food to survive.													✓	✓	✓			
<b>1Bp.03</b> Know that plants need light and water to survive.	✓	✓	✓															
<b>1Bp.04</b> Describe how humans are similar to and different from each other.													✓	✓	✓			
<b>Chemistry</b>																		
<b>1Cm.01</b> Identify, name, describe, sort and group common materials, including wood, plastic, metal, glass, rock, paper and fabric.							✓	✓	✓									
<b>1Cm.02</b> Understand the difference between an object and a material.							✓	✓	✓									
<b>1Cp.01</b> Understand that all materials have a variety of properties.							✓	✓	✓									

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>1Cp.02</b> Describe common materials in terms of their properties.							✓	✓	✓									
<b>1Cc.01</b> Describe how materials can be changed by physical action, e.g. stretching, compressing, bending and twisting.							✓	✓	✓									
<b>Physics</b>																		
<b>1Pf.01</b> Explore, talk about and describe the movement of familiar objects.																✓	✓	✓
<b>1Pf.02</b> Describe pushes and pulls as forces.																✓	✓	✓
<b>1Pf.03</b> Explore that some objects float and some sink.																✓	✓	✓
<b>1Ps.01</b> Identify different sources of sound.				✓	✓	✓												
<b>1Ps.02</b> Explore that as sound travels from a source it becomes quieter.				✓	✓	✓												
<b>1Pe.01</b> Identify things that require electricity to work.																✓	✓	✓
<b>1Pe.02</b> Explore, talk about and describe what happens when magnets approach and touch different materials.																✓	✓	✓
<b>Earth and Space</b>																		
<b>1ESp.01</b> Know that Earth is mostly covered in water.										✓	✓	✓						
<b>1ESp.02</b> Describe land as being made of rock and soil.										✓	✓	✓						

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>1ESs.01</b> Know that Earth is the planet on which we live.										✓	✓	✓						
<b>1ESs.02</b> Describe the Sun as a source of heat and light, and as one of many stars.										✓	✓	✓						
<b>Science in Context</b>																		
<b>1SIC.01</b> Talk about how some of the scientific knowledge and thinking now was different in the past.										✓		✓						
<b>1SIC.02</b> Talk about how science explains how objects they use, or know about, work.				✓		✓										✓		✓
<b>1SIC.03</b> Know that everyone uses science and identify people who use science professionally.	✓		✓										✓		✓			
<b>1SIC.04</b> Talk about how science helps us understand our effect on the world around us.							✓		✓									

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Below you will find a table setting out specifically where to find coverage of the framework objectives for Stage 2

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>Thinking and Working Scientifically</b>																		
<b>2TWSm.01</b> Know that a model represents an object or idea in a clear way.	✓		✓							✓		✓	✓		✓			
<b>2TWSm.02</b> Make and use a physical model of a familiar system or idea.	✓		✓							✓		✓	✓		✓			
<b>2TWSm.03</b> Describe the difference between a diagram and a picture.				✓		✓	✓		✓				✓		✓			
<b>2TWSp.01</b> Ask questions about the world around us and talk about how to find answers.				✓		✓	✓		✓									
<b>2TWSp.02</b> Make predictions about what they think will happen.	✓		✓	✓		✓	✓		✓	✓		✓				✓		✓
<b>2TWSc.01</b> Sort and group objects, materials and living things based on observations of the similarities and differences between them.	✓		✓				✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
<b>2TWSc.02</b> Use given equipment appropriately.	✓		✓	✓		✓										✓		✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>2TWSc.03</b> Take measurements in non-standard units.				✓	✓	✓	✓	✓	✓	✓		✓						
<b>2TWSc.04</b> Follow instructions safely when doing practical work.	✓		✓	✓		✓				✓		✓	✓		✓	✓		✓
<b>2TWSc.05</b> Use a given secondary information source to find an answer to a question.	✓		✓				✓	✓	✓	✓		✓	✓		✓	✓		✓
<b>2TWSc.06</b> Collect and record observations and/or measurements by annotating images and completing simple tables.	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓
<b>2TWSa.01</b> Describe what happened during an enquiry and if it matched their predictions.	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓
<b>2TWSa.02</b> Identify simple patterns in results, e.g. increasing and decreasing patterns.				✓	✓	✓				✓		✓	✓		✓	✓		✓
<b>2TWSa.03</b> Present and interpret results using tables and block graphs.			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
<b>Biology</b>																		
<b>2Bs.01</b> Compare how animals, including humans, are similar and different in their external body parts and skin covering.										✓	✓	✓						
<b>2Bs.02</b> Identify the different types of human teeth, explain how they are suited to their functions and describe how to care for teeth.										✓	✓	✓						

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>2Bp.01</b> Know that humans need to manage diet, maintain hygiene and move regularly to be healthy.										✓	✓	✓						
<b>2Bp.02</b> Describe what illness is and describe the common signs of illness in humans.										✓	✓	✓						
<b>2Bp.03</b> Describe how the offspring of animals, including humans, change as they become older.										✓	✓	✓						
<b>2Bp.04</b> Know that animals, including humans, produce offspring that have a combination of features from their parents.										✓	✓	✓						
<b>2Be.01</b> Know that an environment in which a plant or animal naturally lives is its habitat.	✓	✓	✓															
<b>2Be.02</b> Know that different habitats contain different plants and animals.	✓	✓	✓															
<b>2Be.03</b> Identify similarities and differences between local environments in terms of hot, cold, dry, wet, many plants, few plants, many animals and few animals.	✓	✓	✓															
<b>Chemistry</b>																		
<b>2Cm.01</b> Understand that some materials occur naturally and others are manufactured.							✓	✓	✓									

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>2Cp.01</b> Describe a property as a characteristic of a material and understand that materials can have more than one property.							✓	✓	✓									
<b>2Cp.02</b> Explain why materials are chosen for specific purposes on the basis of their properties.							✓	✓	✓									
<b>2Cp.03</b> Know that materials can be tested to determine their properties.							✓	✓	✓									
<b>2Cc.01</b> Know that some changes can turn a material into a different material.							✓	✓	✓									
<b>Physics</b>																		
<b>2Pf.01</b> Know that forces can change the movement of an object.				✓	✓	✓												
<b>2Pf.02</b> Know that forces can change the shape of an object.				✓	✓	✓												
<b>2Pf.03</b> Recognise that things will only speed up, slow down or change direction when something else causes them to do so.				✓	✓	✓												
<b>2Ps.01</b> Know that there are many light sources, including the Sun.													✓	✓	✓			
<b>2Ps.02</b> Know that darkness is the absence of light.													✓	✓	✓			
<b>2Pe.01</b> Identify how we use electricity and describe how to be safe with it.													✓		✓	✓	✓	✓



	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>2Pe.02</b> Recognise the components of simple circuits (limited to cells, wires and lamps).																✓	✓	✓
<b>2Pe.03</b> Explore the construction of simple series circuits (limited to cells, wires and lamps).																✓	✓	✓
<b>Earth and Space</b>																		
<b>2ESp.01</b> Describe and compare different types of rock.	✓	✓	✓															
<b>2ESp.02</b> Know rocks are extracted from the Earth in different ways, including from quarries, mines and riverbeds.	✓	✓	✓															
<b>2ESp.03</b> Know that human activity can affect the environment.	✓	✓	✓															
<b>2ESs.01</b> Describe the apparent movement of the Sun during the day.													✓	✓	✓			
<b>Science in Context</b>																		
<b>2SIC.01</b> Talk about how some of the scientific knowledge and thinking now was different in the past.													✓		✓	✓		✓
<b>2SIC.02</b> Talk about how science explains how objects they use, or know about, work.				✓		✓	✓									✓	✓	✓
<b>2SIC.03</b> Know that everyone uses science and identify people who use science professionally.				✓		✓				✓		✓						
<b>2SIC.04</b> Talk about how science helps us understand our effect on the world around us.	✓		✓				✓		✓									

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Below you will find a table setting out specifically where to find coverage of the framework objectives for Stage 3

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>Thinking and Working Scientifically</b>																		
<b>3TWSm.01</b> Know that there are different types of models in science, including diagrams and physical models that we can touch.	✓		✓							✓		✓				✓	✓	✓
<b>3TWSm.02</b> Make and use physical models.	✓		✓							✓		✓				✓		✓
<b>3TWSm.03</b> Draw a diagram to represent a real world situation and/or scientific idea.				✓	✓	✓				✓		✓						
<b>3TWSp.01</b> Ask scientific questions that can be investigated.				✓		✓							✓		✓			
<b>3TWSp.02</b> Know that there are five main types of scientific enquiry (research, fair testing, observing over time, identifying and classifying, and pattern seeking).	✓		✓	✓		✓							✓		✓	✓		✓
<b>3TWSp.03</b> Make a prediction describing some possible outcomes of an enquiry.	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓			

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>3TWSp.04</b> Identify risks and explain how to stay safe during practical work.				✓	✓	✓	✓		✓									
<b>3TWSc.01</b> Use observations and tests to sort, group and classify objects.	✓		✓	✓		✓	✓		✓	✓		✓						
<b>3TWSc.02</b> Choose equipment from a provided selection and use it appropriately.				✓	✓	✓	✓		✓	✓		✓	✓		✓			
<b>3TWSc.03</b> Take measurements in standard units, describing the advantage of standard units over non-standard units.	✓		✓										✓	✓	✓			
<b>3TWSc.04</b> Carry out practical work safely.	✓		✓	✓	✓	✓						✓	✓		✓			
<b>3TWSc.05</b> Use secondary information sources to research an answer to a question.	✓		✓	✓		✓				✓		✓				✓		✓
<b>3TWSc.06</b> Collect and record observations and/or measurements in tables and diagrams.	✓		✓	✓		✓	✓		✓	✓		✓				✓		✓
<b>3TWSa.01</b> Identify whether results support, or do not support, a prediction.	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓			
<b>3TWSa.02</b> Describe simple patterns in results.	✓		✓				✓		✓	✓		✓	✓		✓			
<b>3TWSa.03</b> Make a conclusion from results and relate it to the scientific question being investigated.	✓		✓				✓		✓	✓		✓	✓		✓			
<b>3TWSa.04</b> Present and interpret results using tables and bar charts.	✓		✓				✓		✓	✓		✓	✓		✓			

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>Biology</b>																		
<b>3Bs.01</b> Describe the function of the major parts of flowering plants (limited to roots, leaves, stems and flowers).	✓	✓	✓															
<b>3Bs.02</b> Identify the distinguishing features of different groups of animals, including fish, reptiles, mammals, birds, amphibians and insects.										✓	✓	✓						
<b>3Bs.03</b> Identify some of the important organs in humans (limited to brain, heart, stomach, intestine and lungs) and describe their functions										✓	✓	✓						
<b>3Bp.01</b> Describe differences between things that are living, that were once alive and that have never lived.	✓	✓	✓															
<b>3Bp.02</b> Know that life processes common to plants and animals include nutrition, growth, movement and reproduction	✓		✓							✓		✓						
<b>3Bp.03</b> Know that plants need appropriate conditions, including temperature, light and water, to be healthy.	✓	✓	✓															
<b>3Bp.04</b> Describe and compare how the offspring of different animals grow into adults, including humans, birds, frogs and butterflies.										✓	✓	✓						
<b>3Be.01</b> Identify and describe simple food chains, where plants are producers and animals are consumers of plants and/or other animals										✓	✓	✓						

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>Chemistry</b>																		
<b>3Cm.01</b> Know that materials can be solids, liquids or gases.				✓	✓	✓												
<b>3Cm.02</b> Understand that a mixture contains two or more materials, where the materials can be physically separated				✓		✓												
<b>3Cp.01</b> Describe differences in the properties of solids and liquids.				✓	✓	✓												
<b>3Cp.02</b> Understand that materials, generally, retain their properties within a mixture.				✓		✓												
<b>3Cp.03</b> Describe how to separate solid/solid mixtures based on the physical properties of the solids (processes involving dissolving are not required).				✓	✓	✓												
<b>3Cp.04</b> Describe how to separate a mixture of an insoluble solid and a liquid.				✓	✓	✓												
<b>3Cc.01</b> Know that when a solid dissolves in a liquid the solid is still present, and this is an example of mixing.				✓	✓	✓												
<b>Physics</b>																		
<b>3Pf.01</b> Know that forces can be measured with a forcemeter.													✓	✓	✓			
<b>3Pf.02</b> Know that gravity on Earth is a force that pulls towards the centre of the Earth.													✓	✓	✓	✓		✓



	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>3Pf.03</b> Know that friction is a force created between surfaces when they move against each other and it makes this movement harder.													✓	✓	✓			
<b>3Pf.04</b> Describe how smooth and rough surfaces can generate different amounts of friction.													✓	✓	✓			
<b>3Ps.01</b> Investigate how light can pass through some materials and is blocked by others, and use the terms transparent, translucent and opaque.							✓	✓	✓									
<b>3Ps.02</b> Know that shadows are formed when light from a source is blocked by an object.							✓	✓	✓									
<b>3Ps.03</b> Investigate how the size of a shadow is affected by the position of the object and the position of the light source.							✓		✓									
<b>3Pe.01</b> Describe magnets as having a north pole and a south pole.													✓	✓	✓			
<b>3Pe.02</b> Describe how magnets interact when near each other, using the terms repel and attract.													✓	✓	✓			
<b>3Pe.03</b> Investigate how some materials are magnetic but many are not.													✓	✓	✓			
<b>Earth and Space</b>																		
<b>3ESp.01</b> Know that planet Earth is the source of all the materials we use and that many useful materials, including oil, natural gas and metals, come from or are found in rocks.				✓	✓	✓												
<b>3ESp.02</b> Know that fossils are impressions, or remains, of things that were once alive.										✓	✓	✓						

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>3ESs.01</b> Describe the regular change in the position and appearance of the Moon.																✓	✓	✓
<b>3ESs.02</b> Describe the relative movement of the Earth and Moon.																✓	✓	✓
<b>3ESs.03</b> Describe the Earth, Sun and Moon as approximately spherical.																✓	✓	✓
<b>Science in Context</b>																		
<b>3SIC.01</b> Talk about how some of the scientific knowledge and thinking now was different in the past.													✓		✓			
<b>3SIC.02</b> Talk about how science explains how objects they use, or know about, work.	✓		✓										✓		✓			
<b>3SIC.03</b> Know that everyone uses science and identify people who use science professionally							✓		✓							✓		✓
<b>3SIC.04</b> Talk about how science helps us understand our effect on the world around us.				✓		✓				✓		✓						

# > Framework correlation

The information in this section is taken from the Cambridge Primary Science curriculum framework (0097) from 2020. You should always refer to the appropriate curriculum framework document for the year of your students' examination to confirm the details and for more information. Visit [www.cambridgeinternational.org/primary](http://www.cambridgeinternational.org/primary) to find out more.

Below you will find a table setting out specifically where to find coverage of the framework objectives for Stage 4

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>Thinking and Working Scientifically</b>																		
<b>4TWSm.01</b> Know that models are not fully representative of a real world situation and/or scientific idea.	✓	✓	✓							✓	✓	✓						
<b>4TWSm.02</b> Use models to show relationships, quantities or scale.			✓			✓	✓	✓	✓			✓			✓			
<b>4TWSm.03</b> Draw a diagram to represent a real world situation and/or scientific idea.				✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			
<b>4TWSp.01</b> Ask scientific questions that can be investigated.			✓			✓	✓	✓	✓									
<b>4TWSp.02</b> Know that there are five main types of scientific enquiry (research, fair testing, observing over time, identifying and classifying, and pattern seeking).	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	✓
<b>4TWSp.03</b> Make a prediction describing some possible outcomes of an enquiry.				✓	✓	✓	✓	✓	✓						✓			
<b>4TWSp.04</b> Identify variables that need to be taken into account when doing a fair test.				✓	✓	✓	✓	✓	✓						✓			
<b>4TWSp.05</b> Identify risks and explain how to stay safe during practical work.			✓	✓	✓	✓												



	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>4TWSc.01</b> Use observations and tests to sort, group and classify objects.			✓	✓	✓	✓						✓						
<b>4TWSc.02</b> Use keys to identify objects, materials and living things.	✓	✓	✓															
<b>4TWSc.03</b> Choose equipment from a provided selection and use it appropriately.							✓	✓	✓						✓			
<b>4TWSc.04</b> Describe how repeated measurements and/or observations can give more reliable data.						✓							✓	✓	✓			
<b>4TWSc.05</b> Take measurements in standard units, describing the advantage of standard units over non-standard units.			✓				✓	✓	✓									
<b>4TWSc.06</b> Carry out practical work safely.				✓	✓	✓			✓									
<b>4TWSc.07</b> Use secondary information sources to research an answer to a question.			✓				✓	✓	✓						✓			
<b>4TWSc.08</b> Collect and record observations and/or measurements in tables and diagrams.	✓	✓	✓						✓	✓	✓	✓			✓			
<b>4TWSa.01</b> Identify whether results support, or do not support, a prediction.						✓				✓	✓	✓			✓			
<b>4TWSa.02</b> Describe simple patterns in results.							✓	✓	✓						✓			
<b>4TWSa.03</b> Make a conclusion from results and relate it to the scientific question being investigated.						✓	✓	✓	✓						✓			
<b>4TSWa.04</b> Present and interpret results using bar charts and dot plots.	✓	✓	✓				✓	✓	✓									

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>Biology</b>																		
<b>4Bs.01</b> Identify some of the important bones in the human body (limited to skull, jaw, rib cage, hip, spine, leg bones and arm bones).	✓	✓	✓															
<b>4Bs.02</b> Know that bones move because pairs of muscles that are attached to them contract and relax.	✓	✓	✓															
<b>4Bs.03</b> Describe some of the important functions of skeletons (limited to protecting and supporting organs, enabling movement and giving shape to the body).	✓	✓	✓															
<b>4Bs.04</b> Know that some animals have an exoskeleton.	✓	✓	✓															
<b>4Bs.05</b> Identify vertebrates as animals with a backbone and invertebrates as animals without a backbone.	✓	✓	✓															
<b>4Bp.01</b> Know that medicines can be used to treat some illnesses, and describe how to use them safely.	✓	✓	✓															
<b>4Bp.02</b> Know that plants and animals can have infectious diseases, and vaccinations can prevent some infectious diseases of animals.	✓	✓	✓															
<b>4Bp.03</b> Know that plants and animals need energy to grow, live and be healthy, and plants get their energy from light while animals get their energy from eating plants or other animals.				✓	✓	✓												
<b>4Bp.04</b> Describe the importance of movement in maintaining human health.	✓	✓	✓															
<b>4Be.01</b> Know that different animals are found in, and suited to, different habitats.										✓	✓	✓						
<b>4Be.02</b> Know plants and animals can survive in environments other than their habitats.										✓	✓	✓						

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>4Be.03</b> Describe food chains as being made of producers and consumers, and classify consumers as herbivores, omnivores, carnivores, predators and/or prey.				✓	✓	✓												
<b>Chemistry</b>																		
<b>4Cm.01</b> Describe the particle model for solids and liquids.							✓	✓	✓									
<b>4Cm.02</b> Understand the difference between materials, substances and particles.							✓	✓	✓									
<b>4Cm.03</b> Know that particles are in constant motion, even when in a solid.							✓	✓	✓									
<b>4Cp.01</b> Use the particle model to explain the properties of solids and liquids.							✓	✓	✓									
<b>4Cp.02</b> Describe and explain how some solids can behave like liquids (e.g. powders), referring to the particle model.							✓	✓	✓									
<b>4Cc.01</b> Describe solidification/freezing and melting, using the particle model to describe the change of state.							✓	✓	✓									
<b>4Cc.02</b> Understand that the change of state of a substance is a physical process.							✓	✓	✓									
<b>4Cc.03</b> Know that some substances will react with another substance to produce one or more new substances and this is called a chemical reaction.							✓	✓	✓									
<b>Physics</b>																		
<b>4Pf.01</b> Know that energy is present in all matter and in sound, light and heat.				✓	✓	✓												
<b>4Pf.02</b> Know that energy cannot be made, lost, used up or destroyed but it can be transferred.				✓	✓	✓												

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>4Pf.03</b> Know that energy is required for any movement or action to happen.				✓	✓	✓												
<b>4Pf.04</b> Know that not all energy is transferred from one object to another, but often some energy during a process can be transferred to the surrounding environment and this can be detected as sound, light or temperature increase.				✓	✓	✓												
<b>4Ps.01</b> Know that light travels in straight lines and this can be represented with ray diagrams.													✓	✓	✓			
<b>4Ps.02</b> Know that light can reflect off surfaces.													✓	✓	✓			
<b>4Ps.03</b> Describe how objects which are not light sources are seen.													✓	✓	✓			
<b>4Pe.01</b> Know that an electrical device will not work if there is a break in the circuit.																✓	✓	✓
<b>4Pe.02</b> Describe how a simple switch is used to open and close a circuit.																✓	✓	✓
<b>4Pe.03</b> Describe how changing the number or type of components in a series circuit can make a lamp brighter or dimmer.																✓	✓	✓
<b>4Pe.04</b> Know some materials are good electrical conductors, especially metals, and some are good electrical insulators.																✓	✓	✓
<b>Earth and Space</b>																		
<b>4ESp.01</b> Describe the model of the structure of the Earth which includes a core, a mantle and a crust.										✓	✓	✓						
<b>4ESp.02</b> Describe common features of volcanoes and know they are found at breaks in the Earth's crust.										✓	✓	✓						

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>4ESp.03</b> Know that the Earth's crust moves and when parts move suddenly this is called an earthquake.										✓	✓	✓						
<b>4ESs.01</b> Explain why the spinning of the Earth on its axis leads to the apparent movement of the Sun, night and day, and changes in shadows.													✓	✓	✓			
<b>4ESs.02</b> Name the planets in our solar system.													✓	✓	✓			
<b>4ESs.03</b> Know that the Sun is at the centre of our solar system.													✓	✓	✓			
<b>4ESs.04</b> Know that solar systems can contain stars, planets, asteroids and comets.													✓	✓	✓			
<b>Science in Context</b>																		
<b>4SIC.01</b> Describe how scientific knowledge and understanding changes over time through the use of evidence gained by enquiry.													✓	✓	✓			
<b>4SIC.02</b> Describe how science is used in their local area.			✓	✓	✓	✓	✓	✓	✓									
<b>4SIC.03</b> Use science to support points when discussing issues, situations or actions.													✓	✓	✓			
<b>4SIC.04</b> Identify people who use science, including professionally, in their area and describe how they use science.										✓	✓	✓						
<b>4SIC.05</b> Discuss how the use of science and technology can have positive and negative environmental effects on their local area.			✓	✓	✓	✓												

# > Framework correlation

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Below you will find a table setting out specifically where to find coverage of the curriculum framework learning objectives for Stage 5

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>Thinking and Working Scientifically</b>																		
<b>5TWSm.01</b> Know that a model presents an object, process or idea in a way that shows some of the important features.							✓		✓							✓		✓
<b>5TWSm.02</b> Use models, including diagrams, to represent and describe scientific phenomena and ideas.							✓		✓	✓		✓	✓		✓	✓		✓
<b>5TWSp.01</b> Ask scientific questions and select appropriate scientific enquiries to use.				✓		✓			✓	✓		✓						
<b>5TWSp.02</b> Know the features of the five main types of scientific enquiry.	✓		✓	✓		✓	✓		✓									
<b>5TWSp.03</b> Make predictions, referring to relevant scientific knowledge and understanding within familiar and unfamiliar contexts.	✓		✓	✓		✓	✓		✓				✓		✓	✓		✓
<b>5TWSp.04</b> Plan fair test investigations, identifying the independent, dependent and control variables.			✓	✓		✓	✓		✓	✓		✓	✓		✓			
<b>5TWSp.05</b> Describe risks when planning practical work and consider how to minimise them.							✓		✓	✓		✓						

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>5TWSc.01</b> Sort, group and classify objects, materials and living things through testing, observation and using secondary information.	✓		✓	✓									✓		✓	✓		✓
<b>5TWSc.02</b> Complete a key based on easily observed differences.	✓		✓															
<b>5TWSc.03</b> Choose equipment to carry out an investigation and use it appropriately.				✓		✓	✓		✓	✓		✓						
<b>5TWSc.04</b> Decide when observations and measurements need to be repeated to give more reliable data.	✓		✓	✓		✓							✓		✓			
<b>5TWSc.05</b> Take appropriately accurate measurements.							✓		✓						✓			
<b>5TWSc.06</b> Carry out practical work safely.				✓			✓		✓	✓		✓	✓					
<b>5TWSc.07</b> Use a range of secondary information sources to research and select relevant evidence to answer questions.			✓	✓			✓		✓	✓		✓				✓		✓
<b>5TWSc.08</b> Collect and record observations and/or measurements in tables and diagrams appropriate to the type of scientific enquiry.	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓			
<b>5TWSa.01</b> Describe the accuracy of predictions, based on results.				✓		✓	✓		✓				✓		✓			
<b>5TWSa.02</b> Describe patterns in results, including identifying any anomalous results.	✓		✓	✓		✓									✓	✓		✓
<b>5TWSa.03</b> Make a conclusion from results informed by scientific understanding.	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>5TWSa.04</b> Suggest how an investigation could be improved and explain any proposed changes.				✓			✓		✓				✓		✓			
<b>5TWSa.05</b> Present and interpret results using tables, bar charts, dot plots and line graphs.	✓		✓	✓			✓		✓	✓		✓	✓		✓	✓		✓
<b>Biology</b>																		
<b>5Bs.01</b> Know that not all plants produce flowers.	✓	✓	✓															
<b>5Bs.02</b> Identify the parts of a flower (limited to petals, sepals, anthers, filaments, stamens, stigma, style, carpel, and ovary).	✓	✓	✓															
<b>5Bs.03</b> Describe the functions of the parts of a flower (limited to petals, anthers, stigma and ovary).	✓	✓	✓															
<b>5Bs.04</b> Describe the human digestive system, including the functions of the organs involved (limited to mouth, oesophagus, stomach, small intestine, large intestine and anus), and know that many vertebrates have a similar digestive system.										✓	✓	✓						
<b>5Bp.01</b> Know that animals, including humans, need an adequate, balanced diet in order to be healthy.										✓	✓	✓						
<b>5Bp.02</b> Know the stages in the life cycle of a flowering plant.	✓	✓	✓															
<b>5Bp.03</b> Describe how flowering plants reproduce by pollination, fruit and seed production, and seed dispersal.	✓	✓	✓															
<b>5Bp.04</b> Describe seed germination and know that seeds, in general, require water and an appropriate temperature to germinate.	✓	✓	✓															



	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>5Be.01</b> Describe how plants and animals are adapted to environments that are hot, cold, wet and/or dry.																✓	✓	✓
<b>5Be.02</b> Describe how flowering plants are adapted to attract pollinators and promote seed dispersal.	✓	✓	✓															
<b>5Be.03</b> Describe the common adaptations of predator and prey animals.																✓	✓	✓
<b>Chemistry</b>																		
<b>5Cm.01</b> Use the particle model to describe solid, liquids (including solutions) and gases.							✓	✓	✓									
<b>5Cm.02</b> Understand that substances can be gaseous and know the common gases at room temperature (limited to oxygen, carbon dioxide, water (vapour), nitrogen and hydrogen).							✓	✓	✓									
<b>5Cp.01</b> Know that the ability of a solid to dissolve and the ability of a liquid to act as a solvent are properties of the solid and liquid.							✓	✓	✓									
<b>5Cp.02</b> Know the main properties of water (limited to boiling point, melting point, expands when it solidifies, and its ability to dissolve a range of substances) and know that water acts differently from many other substances.							✓	✓	✓									
<b>5Cc.01</b> Describe the processes of evaporation and condensation, using the particle model and relating the processes to changes in temperature.							✓	✓	✓									

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>5Cc.02</b> Understand that dissolving is a reversible process and investigate how to separate the solvent and solute after a solution is formed.							✓	✓	✓									
<b>5Cc.03</b> Investigate and describe the process of dissolving, and relate it to mixing.							✓	✓	✓									
<b>Physics</b>																		
<b>5Pf.01</b> Identify a range of forces (limited to gravity, applied forces, normal forces, upthrust, friction, air resistance and water resistance).													✓	✓	✓			
<b>5Pf.02</b> Know that an object may have multiple forces acting upon it, even when at rest.													✓	✓	✓			
<b>5Pf.03</b> Use force diagrams to show the name and direction of forces acting on an object.													✓	✓	✓			
<b>5Ps.01</b> Investigate how sounds are made by vibrating sources.				✓	✓	✓												
<b>5Ps.02</b> Describe sounds in terms of high or low pitch and loud or quiet volume.				✓	✓	✓												
<b>5Ps.03</b> Investigate how to change the volume and pitch of sounds.				✓	✓	✓												
<b>5Pe.01</b> Know the difference between a magnet and a magnetic material.													✓	✓	✓			
<b>5Pe.02</b> Know that forces act over a distance between magnets, and between a magnet and a magnetic material.													✓	✓	✓			

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>5Pe.03</b> Know that magnets can have different magnetic strengths.													✓	✓	✓			
<b>Earth and Space</b>																		
<b>5ESp.01</b> Know that the Earth is surrounded by a layer of air called the atmosphere, which is a mixture of different gases (including nitrogen, carbon dioxide and oxygen).							✓	✓	✓									
<b>5ESp.02</b> Understand that most water on Earth is not pure and has dissolved substances in it.							✓	✓	✓									
<b>5ESp.03</b> Understand that pollution is the introduction of substances by humans that harm the environment and identify examples of pollution.							✓	✓	✓									
<b>5ESc.01</b> Describe the water cycle (limited to evaporation, condensation and precipitation).							✓	✓	✓									
<b>5ESs.01</b> Describe the orbit of the Earth around the Sun (limited to slight ellipse, anticlockwise direction and the duration).																✓	✓	✓
<b>5ESs.02</b> Describe how the tilt of the Earth can create different seasons in different places.																✓	✓	✓
<b>5ESs.03</b> Know that a satellite is an object in space that orbits a larger object and a moon is a natural satellite that orbits a planet.													✓	✓	✓			
<b>Science in Context</b>																		

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>5SIC.01</b> Describe how scientific knowledge and understanding changes over time through the use of evidence gained by enquiry.										✓		✓						
<b>5SIC.02</b> Describe how science is used in their local area.	✓		✓	✓		✓							✓		✓	✓		✓
<b>5SIC.03</b> Use science to support points when discussing issues, situations or actions.	✓		✓	✓		✓				✓		✓	✓		✓	✓		✓
<b>5SIC.04</b> Identify people who use science, including professionally, in their area and describe how they use science.							✓		✓				✓		✓			
<b>5SIC.05</b> Discuss how the use of science and technology can have positive and negative environmental effects on their local area.	✓		✓	✓		✓										✓		✓

# > Framework correlation

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Below you will find a table setting out specifically where to find coverage of the framework objectives for Stage 6

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>Thinking and Working Scientifically</b>																		
<b>6TWSm.01</b> Describe how a model can help us understand and describe scientific phenomena and ideas.							✓		✓	✓		✓						
<b>6TWSm.02</b> Use models, including diagrams, to represent and describe scientific phenomena and ideas.	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>6TWSp.01</b> Ask scientific questions and select appropriate scientific enquiries to use.	✓		✓	✓		✓										✓		✓
<b>6TWSp.02</b> Know the features of the five main types of scientific enquiry.	✓	✓	✓	✓	✓	✓							✓		✓	✓		✓
<b>6TWSp.03</b> Make predictions, referring to relevant scientific knowledge and understanding within familiar and unfamiliar contexts.	✓		✓	✓	✓	✓	✓		✓		✓		✓		✓	✓		✓
<b>6TWSp.04</b> Plan fair test investigations, identifying the independent, dependent and control variables.	✓	✓	✓	✓	✓	✓							✓	✓	✓			
<b>6TWSp.05</b> Describe risks when planning practical work and consider how to minimise them.				✓		✓	✓		✓				✓		✓			

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>6TWSc.01</b> Sort, group and classify objects, materials and living things through testing, observation and using secondary information.	✓		✓	✓	✓	✓	✓		✓									
<b>6TWSc.02</b> Complete a key based on easily observed differences.							✓	✓	✓									
<b>6TWSc.03</b> Choose equipment to carry out an investigation and use it appropriately.				✓		✓							✓		✓			
<b>6TWSc.04</b> Decide when observations and measurements need to be repeated to give more reliable data.				✓		✓							✓		✓	✓		✓
<b>6TWSc.05</b> Take appropriately accurate measurements.	✓			✓		✓							✓		✓			✓
<b>6TWSc.06</b> Carry out practical work safely.	✓		✓	✓		✓	✓		✓				✓		✓			
<b>6TWSc.07</b> Use a range of secondary information sources to research and select relevant evidence to answer questions.	✓		✓		✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
<b>6TWSc.08</b> Collect and record observations and/or measurements in tables and diagrams appropriate to the type of scientific enquiry.	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓
<b>6TWSa.01</b> Describe the accuracy of predictions, based on results.	✓		✓	✓		✓	✓		✓				✓		✓	✓		✓
<b>6TWSa.02</b> Describe patterns in results, including identifying any anomalous results.	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓		✓	✓	✓	✓
<b>6TWSa.03</b> Make a conclusion from results informed by scientific understanding.	✓	✓	✓	✓	✓	✓	✓		✓				✓		✓	✓	✓	✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>6TWSa.04</b> Suggest how an investigation could be improved and explain any proposed changes.				✓	✓	✓							✓		✓	✓		✓
<b>6TWSa.05</b> Present and interpret results using tables, bar charts, dot plots, line graphs and scatter graphs.	✓	✓	✓	✓	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓
<b>Biology</b>																		
<b>6Bs.01</b> Describe the human circulatory system in terms of the heart pumping blood through arteries, capillaries and veins, describe its function (limited to transporting oxygen, nutrients and waste) and know that many vertebrates have a similar circulatory system.	✓	✓	✓															
<b>6Bs.02</b> Describe the human respiratory system in terms of oxygen from the air moving into the blood in the lungs and know that many vertebrates have a similar respiratory system.	✓	✓	✓															
<b>6Bs.03</b> Name the parts of the human reproductive system.	✓	✓	✓															
<b>6Bp.01</b> Describe the physical changes that take place during puberty in humans.	✓	✓	✓															
<b>6Bp.02</b> Know that some diseases can be caused by infection with viruses, bacteria, parasites or fungi that can be passed from one host to another.	✓	✓	✓															
<b>6Bp.03</b> Describe how good hygiene can control the spread of diseases transmitted in water, food and body fluids, and describe ways to avoid being bitten by insect vectors.	✓	✓	✓															

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>6Bp.04</b> Know that humans have defence mechanisms against infectious diseases, including skin, stomach acid and mucus.	✓	✓	✓															
<b>6Be.01</b> Interpret food webs and identify food chains within them.										✓	✓	✓						
<b>6Be.02</b> Know that some substances can be toxic and damage living things, and that these substances can move through a food chain/web.										✓	✓	✓						
<b>6Be.03</b> Identify the energy source of a food chain/web and describe how energy is transferred through a food chain/web.										✓	✓	✓						
<b>Chemistry</b>																		
<b>6Cp.01</b> Know that the temperature at which a substance changes state is a property of the substance.				✓	✓	✓												
<b>6Cp.02</b> Know that gases have properties, including mass.				✓	✓	✓												
<b>6Cp.03</b> Understand that electrical conductivity and thermal conductivity are properties of a substance.				✓	✓	✓												
<b>6Cc.01</b> Identify and describe physical changes that are reversible.				✓	✓	✓												
<b>6Cc.02</b> Describe how temperature affects solids dissolving in liquids and relate it to the particle model.				✓	✓	✓												
<b>6Cc.03</b> Describe the difference between boiling and evaporation.				✓	✓	✓												





	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>6Cc.04</b> Understand that chemical reactions involve substances, called reactants, interacting to form new substances, called products.				✓	✓	✓												
<b>6Cc.05</b> Observe and describe the evidence that a chemical reaction has taken place (limited to a gas being produced, colour change and change in temperature).				✓	✓	✓												
<b>Physics</b>																		
<b>6Pf.01</b> Describe the difference between mass, measured in kilograms (kg), and weight, measured in newtons (N).													✓	✓	✓			
<b>6Pf.02</b> Describe the effect of gravity and know that when gravity changes, the weight of an object changes but the mass does not.													✓	✓	✓			
<b>6Pf.03</b> Use force diagrams to show the name, size and direction of forces acting on an object.													✓	✓	✓			
<b>6Pf.04</b> Describe the effect of different forces on an object at rest and in motion.													✓	✓	✓			
<b>6Pf.05</b> Recognise that the mass and shape of an object can affect if it floats or sinks.													✓	✓	✓			
<b>6Ps.01</b> Describe how a ray of light changes direction when it is reflected from a plane mirror.																✓	✓	✓
<b>6Ps.02</b> Describe how a ray of light changes direction when it travels through different mediums and know that this is called refraction.																✓	✓	✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>6Pe.01</b> Use diagrams and conventional symbols to represent, make and compare circuits that include cells, switches, lamps and buzzers.													✓	✓	✓			
<b>6Pe.02</b> Make simple circuits and compare the brightness of lamps in series and parallel circuits.													✓	✓	✓			
<b>Earth and Space</b>																		
<b>6ESp.01</b> Know that rocks can be classified as metamorphic, igneous and sedimentary, and describe the identifying features of each type of rock.							✓	✓	✓									
<b>6ESp.02</b> Describe the way fossils can form in sedimentary rocks.							✓	✓	✓									
<b>6ESp.03</b> Know that there are different types of soils and they can be classified based on their clay, sand and organic content.							✓	✓	✓									
<b>6ESp.04</b> Know that soil composition can change, which can support, or hinder, plant growth.							✓	✓	✓									
<b>6ESc.01</b> Describe the rock cycle and the formation of metamorphic, igneous and sedimentary rocks in terms of solidification, erosion, sedimentation, burial, metamorphism and melting.							✓	✓	✓									
<b>6ESs.01</b> Describe the relative position and movement of the planets, the Moon and the Sun in the Solar System.																✓	✓	✓
<b>6ESs.02</b> Observe and describe the changes in the appearance of the Moon over its monthly cycle.																✓	✓	✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>Science in Context</b>																		
<b>6SIC.01</b> Describe how scientific knowledge and understanding changes over time through the use of evidence gained by enquiry.	✓		✓										✓		✓			
<b>6SIC.02</b> Describe how science is used in their local area.				✓		✓	✓		✓							✓		✓
<b>6SIC.03</b> Use science to support points when discussing issues, situations or actions.										✓		✓						
<b>6SIC.04</b> Identify people who use science, including professionally, in their area and describe how they use science.				✓		✓	✓		✓				✓		✓	✓		✓
<b>6SIC.05</b> Discuss how the use of science and technology can have positive and negative environmental effects on their local area.										✓		✓						

# > Framework correlations

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>Thinking and Working Scientifically</b>																											
<b>7TWSm.01</b> Describe the strengths and limitations of a model.	✓		✓	✓		✓	✓		✓				✓		✓	✓		✓	✓		✓	✓		✓	✓		✓
<b>7TWSm.02</b> Use symbols and formulae to represent scientific ideas.				✓	✓	✓	✓		✓				✓		✓	✓		✓			✓	✓	✓	✓	✓	✓	✓
<b>7TWSp.01</b> Identify whether a given hypothesis is testable.							✓	✓	✓							✓		✓	✓	✓	✓	✓		✓	✓		✓
<b>7TWSp.02</b> Describe how scientific hypotheses can be supported or contradicted by evidence from an enquiry.					✓		✓	✓	✓		✓					✓		✓	✓	✓	✓	✓		✓	✓		✓
<b>7TWSp.03</b> Make predictions of likely outcomes for a scientific enquiry based on scientific knowledge and understanding.				✓	✓	✓	✓	✓	✓				✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓
<b>7TWSp.04</b> Plan a range of investigations of different types, while considering variables appropriately, and recognise that not all investigations can be fair tests.				✓		✓	✓	✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>7TWSp.05</b> Know the meaning of hazard symbols, and consider them when planning practical work.													✓	✓	✓							✓		✓			
<b>7TWSc.01</b> Sort, group and classify phenomena, objects, materials and organisms through testing, observation, using secondary information, and making and using keys.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓	✓	✓
<b>7TWSc.02</b> Decide what equipment is required to carry out an investigation or experiment and use it appropriately.				✓	✓	✓		✓					✓	✓	✓	✓		✓	✓		✓	✓	✓	✓			
<b>7TWSc.03</b> Evaluate whether measurements and observations have been repeated sufficiently to be reliable.				✓	✓	✓	✓		✓	✓		✓	✓		✓	✓		✓		✓		✓	✓	✓	✓		✓
<b>7TWSc.04</b> Take appropriately accurate and precise measurements, explaining why accuracy and precision are important.				✓		✓	✓		✓													✓	✓	✓	✓	✓	✓
<b>7TWSc.05</b> Carry out practical work safely.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓		✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>7TWSc.06</b> Evaluate a range of secondary information sources for their relevance and know that some sources may be biased.											✓								✓		✓						
<b>7TWSc.07</b> Collect and record sufficient observations and/or measurements in an appropriate form.					✓		✓	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>7TWSa.01</b> Describe the accuracy of predictions, based on results, and suggest why they were or were not accurate.				✓	✓	✓		✓								✓	✓	✓		✓					✓		✓
<b>7TWSa.02</b> Describe trends and patterns in results, including identifying any anomalous results.				✓	✓	✓	✓		✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓
<b>7TWSa.03</b> Make conclusions by interpreting results and explain the limitations of the conclusions.				✓		✓	✓	✓	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓
<b>7TWSa.04</b> Evaluate experiments and investigations, and suggest improvements, explaining any proposed changes.					✓		✓		✓		✓		✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓
<b>7TWSa.05</b> Present and interpret observations and measurements appropriately.	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓
<b>Biology</b>																											
<b>7Bs.01</b> Understand that all organisms are made of cells and microorganisms are typically single celled.	✓		✓																✓								

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>7Bs.02</b> Identify and describe the functions of cell structures (limited to cell membrane, cytoplasm, nucleus, cell wall, chloroplast, mitochondria and sap vacuole).	✓	✓	✓																								
<b>7Bs.03</b> Explain how the structures of some specialised cells are related to their functions (including red blood cells, neurones, ciliated cells, root hair cells and palisade cells).	✓	✓	✓																								
<b>7Bs.04</b> Describe the similarities and differences between the structures of plant and animal cells.	✓	✓	✓																								
<b>7Bs.05</b> Understand that cells can be grouped together to form tissues, organs and organ systems.	✓	✓	✓																								
<b>7Bp.01</b> Describe the seven characteristics of living organisms.										✓	✓	✓															
<b>7Bp.02</b> Discuss reasons for classifying viruses as living or non-living.										✓	✓	✓															
<b>7Bp.03</b> Describe a species as a group of organisms that can reproduce to produce fertile offspring.										✓	✓	✓															



	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>7Bp.04</b> Use and construct dichotomous keys to classify species and groups of related organisms.										✓	✓	✓															
<b>7Be.01</b> Know and describe the ecological role some microorganisms have as decomposers.																			✓	✓	✓						
<b>7Be.02</b> Construct and interpret food chains and webs which include microorganisms as decomposers.																			✓	✓	✓						

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>Chemistry</b>																											
<b>7Cm.01</b> Understand that all matter is made of atoms, with each different type of atom being a different element.				✓	✓	✓																					
<b>7Cm.02</b> Know that the Periodic Table presents the known elements in an order.				✓	✓	✓																					
<b>7Cm.03</b> Know metals and non-metals as the two main groupings of elements.				✓		✓							✓	✓	✓												
<b>7Cm.04</b> Describe the differences between elements, compounds and mixtures, including alloys as an example of a mixture.				✓	✓	✓							✓	✓	✓												
<b>7Cm.05</b> Describe a vacuum as a space devoid of matter.				✓		✓																					
<b>7Cm.06</b> Describe the three states of matter as solid, liquid and gas in terms of the arrangement, separation and motion of particles.				✓	✓	✓																					
<b>7Cm.07</b> Use the particle model to represent elements, compounds and mixtures.				✓	✓	✓																					

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>7Cp.01</b> Understand that all substances have chemical properties and physical properties.													✓	✓	✓												
<b>7Cp.02</b> Understand that the acidity or alkalinity of a substance is a chemical property and is measured by pH.													✓	✓	✓												
<b>7Cp.03</b> Use indicators (including Universal Indicator and litmus) to distinguish between acidic, alkaline and neutral solutions.													✓	✓	✓												
<b>7Cp.04</b> Use tests to identify hydrogen, carbon dioxide and oxygen gases.																					✓	✓	✓				
<b>7Cp.05</b> Describe common differences between metals and non-metals, referring to their physical properties.													✓	✓	✓												
<b>7Cp.06</b> Understand that alloys are mixtures that have different chemical and physical properties from the constituent substances.													✓	✓	✓												
<b>7Cp.07</b> Use the particle model to explain the difference in hardness between pure metals and their alloys.													✓	✓	✓												

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>7Cc.01</b> Identify whether a chemical reaction has taken place through observations of the loss of reactants and/or the formation of products which have different properties to the reactants (including evolving a gas, formation of a precipitate or change of colour).																						✓	✓	✓			
<b>7Cc.02</b> Explain why a precipitate forms, in terms of a chemical reaction between soluble reactants forming at least one insoluble product.																						✓	✓	✓			
<b>7Cc.03</b> Use the particle model to describe chemical reactions.																						✓	✓	✓			
<b>7Cc.04</b> Describe neutralisation reactions in terms of change of pH.																						✓	✓	✓			
<b>Physics</b>																											
<b>7Pf.01</b> Describe changes in energy that are a result of an event or process.							✓	✓	✓																		
<b>7Pf.02</b> Know that energy tends to dissipate and in doing so it becomes less useful.							✓	✓	✓																		

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>7Pf.03</b> Describe gravity as a force of attraction between any two objects and describe how the size of the force is related to the masses of the objects.							✓	✓	✓																		
<b>7Pf.04</b> Understand that there is no air resistance to oppose movement in a vacuum.							✓	✓	✓																		
<b>7Ps.01</b> Describe the vibration of particles in a sound wave and explain why sound does not travel in a vacuum.																✓	✓	✓									
<b>7Ps.02</b> Explain echoes in terms of the reflection of sound waves.																✓	✓	✓									
<b>7Pe.01</b> Use a simple model to describe electricity as a flow of electrons around a circuit.																									✓	✓	✓
<b>7Pe.02</b> Describe electrical conductors as substances that allow electron flow and electrical insulators as substances that inhibit electron flow.																									✓	✓	✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>7Pe.03</b> Know how to measure the current in series circuits.																									✓	✓	✓
<b>7Pe.04</b> Describe how adding components into a series circuit can affect the current (limited to addition of cells and lamps).																									✓	✓	✓
<b>7Pe.05</b> Use diagrams and conventional symbols to represent, make and compare circuits that include cells, switches, lamps, buzzers and ammeters.																									✓	✓	✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>Earth and Space</b>																											
<b>7ESp.01</b> Describe the model of plate tectonics, in which a solid outer layer (made up of the crust and uppermost mantle) moves because of flow lower in the mantle.																✓	✓	✓									
<b>7ESp.02</b> Describe how earthquakes, volcanoes and fold mountains occur near the boundaries of tectonic plates.																✓	✓	✓									
<b>7ESp.03</b> Know that clean, dry air contains 78% nitrogen, 21% oxygen and small amounts of carbon dioxide and other gases, and this composition can change because of pollution and natural emissions.				✓	✓	✓																					
<b>7ESc.01</b> Describe the water cycle (limited to evaporation, condensation, precipitation, water run-off, open water and groundwater).				✓	✓	✓																					
<b>7ESs.01</b> Describe how planets form from dust and gas, which are pulled together by gravity.							✓	✓	✓																		
<b>7ESs.02</b> Know that gravity is the force that holds components of the Solar System in orbit around the Sun.							✓	✓	✓																		

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>7ESs.03</b> Describe tidal forces on Earth as a consequence of the gravitational attraction between the Earth, Moon and Sun.							✓	✓	✓																		
<b>7ESs.04</b> Explain how solar and lunar eclipses happen.																✓	✓	✓									
<b>Science in Context</b>																											
<b>7SIC.01</b> Discuss how scientific knowledge is developed through collective understanding and scrutiny over time.	✓		✓	✓		✓	✓		✓																		
<b>7SIC.02</b> Describe how science is applied across societies and industries, and in research.												✓		✓				✓		✓	✓		✓	✓		✓	
<b>7SIC.03</b> Evaluate issues which involve and/or require scientific understanding.										✓		✓				✓		✓	✓		✓	✓		✓			
<b>7SIC.04</b> Describe how people develop and use scientific understanding, as individuals and through collaboration, e.g. through peer-review.	✓		✓	✓		✓	✓		✓							✓		✓	✓		✓						
<b>7SIC.05</b> Discuss how the uses of science can have a global environmental impact.										✓		✓	✓		✓	✓		✓	✓		✓	✓		✓			

The information in this section is taken from the Cambridge Lower Secondary Science curriculum framework (0893) / is based on the Cambridge Lower Secondary Science curriculum framework (0893) from 2020. You should always refer to the appropriate curriculum framework document for the year of your students' tests to confirm the details and for more information. Visit [www.cambridgeinternational.org/lowersecondary](http://www.cambridgeinternational.org/lowersecondary) to find out more



# > Framework correlations

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>Thinking and Working Scientifically</b>																											
<b>8TWSm.01</b> Describe what an analogy is and how it can be used as a model.	✓		✓				✓		✓				✓		✓	✓		✓							✓	✓	✓
<b>8TWSm.02</b> Use an existing analogy for a purpose.													✓		✓	✓		✓							✓	✓	✓
<b>8TWSm.03</b> Use symbols and formulae to represent scientific ideas.							✓	✓	✓							✓		✓							✓	✓	✓
<b>8TWSp.01</b> Identify whether a given hypothesis is testable.										✓			✓		✓		✓		✓							✓	
<b>8TWSp.02</b> Describe how scientific hypotheses can be supported or contradicted by evidence from an enquiry.		✓								✓						✓		✓		✓			✓			✓	
<b>8TWSp.03</b> Make predictions of likely outcomes for a scientific enquiry based on scientific knowledge and understanding.	✓	✓	✓					✓								✓		✓				✓	✓	✓	✓		✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>8TWSp.04</b> Plan a range of investigations of different types, while considering variables appropriately, and recognise that not all investigations can be fair tests.	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
<b>8TWSp.05</b> Make risk assessments for practical work to identify and control risks.	✓		✓				✓		✓				✓		✓	✓		✓		✓		✓	✓	✓	✓	✓	✓
<b>8TWSc.01</b> Sort, group and classify phenomena, objects, materials and organisms through testing, observation, using secondary information, and making and using keys.										✓		✓				✓		✓	✓		✓	✓		✓	✓		✓
<b>8TWSc.02</b> Decide what equipment is required to carry out an investigation or experiment and use it appropriately.		✓		✓		✓	✓		✓				✓		✓	✓		✓				✓	✓	✓	✓	✓	✓
<b>8TWSc.03</b> Evaluate whether measurements and observations have been repeated sufficiently to be reliable.							✓		✓				✓		✓	✓		✓				✓	✓	✓	✓		✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>8TWSc.04</b> Take appropriately accurate and precise measurements, explaining why accuracy and precision are important.		✓		✓		✓	✓		✓							✓		✓				✓	✓	✓		✓	
<b>8TWSc.05</b> Carry out practical work safely, supported by risk assessments where appropriate.	✓			✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	✓
<b>8TWSc.06</b> Evaluate a range of secondary information sources for their relevance and know that some sources may be biased.											✓		✓	✓	✓										✓		✓
<b>8TWSc.07</b> Collect and record sufficient observations and/or measurements in an appropriate form.	✓			✓	✓		✓	✓		✓	✓		✓			✓		✓				✓	✓	✓	✓		✓
<b>8TWSa.01</b> Describe the accuracy of predictions, based on results, and suggest why they were or were not accurate.					✓								✓		✓				✓			✓	✓	✓	✓	✓	✓
<b>8TWSa.02</b> Describe trends and patterns in results, including identifying any anomalous results.	✓	✓	✓	✓	✓	✓	✓		✓				✓	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>8TWSa.03</b> Make conclusions by interpreting results and explain the limitations of the conclusions.	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓	✓	✓	✓		✓				✓	✓	✓	✓		✓
<b>8TWSa.04</b> Evaluate experiments and investigations, and suggest improvements, explaining any proposed changes.		✓			✓						✓					✓		✓				✓	✓	✓	✓	✓	✓
<b>8TWSa.05</b> Present and interpret observations and measurements appropriately	✓	✓	✓	✓	✓	✓	✓		✓				✓		✓	✓	✓	✓				✓	✓	✓	✓		✓
<b>Biology</b>																											
<b>8Bs.01</b> Identify ball-and-socket and hinge joints, and explain how antagonistic muscles move the bones at a hinge joint.																			✓	✓	✓						
<b>8Bs.02</b> Describe the components of blood and their functions (limited to red blood cells transporting oxygen, white blood cells protecting against pathogens and plasma transporting blood cells, nutrients and carbon dioxide)	✓	✓	✓																								

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>8Bs.03</b> Describe how the structure of the human respiratory system is related to its function of gas exchange (in terms of lung structure and the action of the diaphragm and intercostal muscles) and understand the difference between breathing and respiration.	✓	✓	✓																								
<b>8Bs.04</b> Describe the diffusion of oxygen and carbon dioxide between blood and the air in the lungs.	✓	✓	✓																								
<b>8Bp.01</b> Identify the constituents of a balanced diet for humans as including protein, carbohydrates, fats and oils, water, minerals (limited to calcium and iron) and vitamins (limited to A, C and D), and describe the functions of these nutrients.																			✓	✓	✓						
<b>8Bp.02</b> Understand that carbohydrates and fats can be used as a store of energy in animals, and animals consume food to obtain energy and nutrients.																			✓	✓	✓						

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>8Bp.03</b> Discuss how human growth, development and health can be affected by lifestyle, including diet and smoking.																			✓	✓	✓						
<b>8Bp.04</b> Know that aerobic respiration occurs in the mitochondria of plant and animal cells, and gives a controlled release of energy.	✓	✓	✓																								
<b>8Bp.05</b> Know and use the summary word equation for aerobic respiration (glucose + oxygen → carbon dioxide + water).	✓	✓	✓																								
<b>8Be.01</b> Identify different ecosystems on the Earth, recognising the variety of habitats that exist within an ecosystem.										✓	✓	✓															
<b>8Be.02</b> Describe the impact of the bioaccumulation of toxic substances on an ecosystem.										✓	✓	✓															
<b>8Be.03</b> Describe how a new and/or invasive species can affect other organisms and an ecosystem.										✓	✓	✓															
<b>Chemistry</b>																											
<b>8Cm.01</b> Describe the Rutherford model of the structure of an atom.													✓	✓	✓												

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>8Cm.02</b> Know that electrons have negative charge, protons have positive charge and neutrons have no charge.													✓	✓	✓												
<b>8Cm.03</b> Know that the electrostatic attraction between positive and negative charge is what holds together individual atoms.													✓	✓	✓												
<b>8Cm.04</b> Know that purity is a way to describe how much of a specific chemical is in a mixture.													✓	✓	✓												
<b>8Cp.01</b> Understand that the concentration of a solution relates to how many particles of the solute are present in a volume of the solvent.							✓	✓	✓																		
<b>8Cp.02</b> Describe how paper chromatography can be used to separate and identify substances in a sample.							✓	✓	✓																		
<b>8Cc.01</b> Use word equations to describe reactions.													✓	✓	✓							✓	✓	✓			
<b>8Cc.02</b> Know that some processes and reactions are endothermic or exothermic, and this can be identified by temperature change.																						✓	✓	✓			

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>8Cc.03</b> Describe the reactivity of metals (limited to sodium, potassium, calcium, magnesium, zinc, iron, copper, gold and silver) with oxygen, water and dilute acids.																						✓	✓	✓			
<b>8Cc.04</b> Know that reactions do not always lead to a single pure product and that sometimes a reaction will produce an impure mixture of products.													✓	✓	✓												
<b>8Cc.05</b> Describe how the solubility of different salts varies with temperature.				✓	✓	✓																					
<b>8Cc.06</b> Understand that some substances are generally unreactive and can be described as inert.																						✓	✓	✓			
<b>Physics</b>																											
<b>8Pf.01</b> Calculate speed (speed = distance / time).							✓	✓	✓																		
<b>8Pf.02</b> Interpret and draw simple distance / time graphs.							✓	✓	✓																		
<b>8Pf.03</b> Describe the effects of balanced and unbalanced forces on motion.							✓	✓	✓																		
<b>8Pf.04</b> Identify and calculate turning forces (moment = force x distance).							✓	✓	✓																		



	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>8Pf.05</b> Explain that pressure is caused by the action of a force, exerted by a substance, on an area (pressure = force / area).							✓	✓	✓																		
<b>8Pf.06</b> Use particle theory to explain pressures in gases and liquids (qualitative only).							✓	✓	✓																		
<b>8Pf.07</b> Describe the diffusion of gases and liquids as the intermingling of substances by the movement of particles.							✓	✓	✓																		
<b>8Ps.01</b> Describe reflection at a plane surface and use the law of reflection.																✓	✓	✓									
<b>8Ps.02</b> Describe refraction of light at the boundary between air and glass or air and water in terms of change of speed.																✓	✓	✓									
<b>8Ps.03</b> Know that white light is made of many colours and this can be shown through the dispersion of white light, using a prism.																✓	✓	✓									
<b>8Ps.04</b> Describe how colours of light can be added, subtracted, absorbed and reflected.																✓	✓	✓									

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>8Pe.01</b> Describe a magnetic field, and understand that it surrounds a magnet and exerts a force on other magnetic fields.																									✓	✓	✓
<b>8Pe.02</b> Describe how to make an electromagnet and know that electromagnets have many applications.																									✓	✓	✓
<b>8Pe.03</b> Investigate factors that change the strength of an electromagnet.																									✓	✓	✓
<b>Earth and Space</b>																											
<b>8ESp.01</b> Know that the reason the Earth has a magnetic field is that the core acts as a magnet.																									✓	✓	✓
<b>8ESp.02</b> Identify renewable resources (including wind, tidal and solar power, and bioplastics) and non-renewable resources (including fossil fuels), and describe how humans use them.													✓	✓	✓												
<b>8ESc.01</b> Understand that there is evidence that the Earth's climate exists in a cycle between warm periods and ice ages, and the cycle takes place over long time periods.													✓	✓	✓												

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>8ESc.02</b> Understand that the Earth’s climate can change due to atmospheric change.													✓	✓	✓												
<b>8ESc.03</b> Describe the difference between climate and weather.													✓	✓	✓												
<b>8ESs.01</b> Describe a galaxy in terms of stellar dust and gas, stars and planetary systems.																✓	✓	✓									
<b>8ESs.02</b> Describe asteroids as rocks, smaller than planets, and describe their formation from rocks left over from the formation of a planetary system.																✓	✓	✓									
<b>8SIC.01</b> Discuss how scientific knowledge is developed through collective understanding and scrutiny over time.													✓	✓	✓										✓		✓
<b>8SIC.02</b> Describe how science is applied across societies and industries, and in research.							✓	✓	✓																✓		✓
<b>8SIC.03</b> Evaluate issues which involve and/or require scientific understanding.							✓		✓	✓		✓													✓		✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>8SIC.04</b> Describe how people develop and use scientific understanding as individuals and through collaboration, e.g. through peer-review.																									✓		✓
<b>8SIC.05</b> Discuss how the uses of science can have a global environmental impact.										✓		✓															

The information in this section is taken from the Cambridge Lower Secondary Science curriculum framework (0893) / is based on the Cambridge Lower Secondary Science curriculum framework (0893) from 2020. You should always refer to the appropriate curriculum framework document for the year of your students' tests to confirm the details and for more information. Visit [www.cambridgeinternational.org/lowersecondary](http://www.cambridgeinternational.org/lowersecondary) to find out more

# > Framework correlations

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
Thinking and Working Scientifically																											
9TWSm.01 Understand that models and analogies reflect current scientific evidence and understanding and can change.				✓	✓	✓										✓											
9TWSm.02 Describe some important models, including analogies, and discuss their strengths and limitations.				✓	✓	✓							✓	✓	✓												
9TWSm.03 Use symbols and formulae to represent scientific ideas.				✓	✓	✓							✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓
9TWSp.01 Suggest a testable hypothesis based on scientific understanding.	✓	✓	✓				✓		✓				✓		✓									✓			✓
9TWSp.02 Describe examples where scientists' unexpected results from enquiries have led to improved scientific understanding.	✓		✓										✓		✓												
9TWSp.03 Make predictions of likely outcomes for a scientific enquiry based on scientific knowledge and understanding.	✓	✓	✓				✓	✓	✓				✓	✓	✓	✓		✓				✓	✓	✓	✓		✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>9TWSp.04</b> Plan a range of investigations of different types to obtain appropriate evidence when testing hypotheses.	✓	✓	✓				✓		✓					✓		✓		✓				✓	✓	✓	✓		✓
<b>9TWSp.05</b> Make risk assessments for practical work to identify and control risks.	✓		✓				✓		✓				✓	✓	✓	✓		✓				✓	✓	✓	✓		✓
<b>9TWSsc.01</b> Sort, group and classify phenomena, objects, materials and organisms through testing, observation, using secondary information, and making and using keys.	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓		✓	✓	✓	✓							✓		✓
<b>9TWSsc.02</b> Decide what equipment is required to carry out an investigation or experiment and use it appropriately.	✓	✓	✓				✓	✓	✓													✓	✓	✓	✓		✓
<b>9TWSsc.03</b> Decide when to increase the range of observations and measurements, and increase the extent of repetition, to give sufficiently reliable data.	✓		✓				✓		✓	✓		✓				✓		✓		✓		✓		✓	✓		✓
<b>9TWSsc.04</b> Take appropriately accurate and precise measurements, explaining why accuracy and precision are important.	✓						✓		✓	✓		✓				✓		✓		✓		✓	✓	✓	✓		✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>9TWSa.05</b> Carry out practical work safely, supported by risk assessments where appropriate.	✓		✓				✓		✓	✓		✓	✓	✓	✓	✓		✓				✓	✓	✓	✓		✓
<b>9TWSa.06</b> Make an informed decision whether to use evidence from first-hand experience or secondary sources.	✓		✓													✓		✓									
<b>9TWSa.07</b> Collect, record and summarise sufficient observations and measurements, in an appropriate form.	✓	✓	✓				✓	✓	✓	✓		✓	✓		✓	✓		✓				✓	✓	✓	✓		✓
<b>9TWSa.01</b> Evaluate the strength of the evidence collected and how it supports, or refutes, the prediction.	✓	✓	✓				✓	✓	✓	✓		✓				✓	✓	✓				✓		✓	✓		✓
<b>9TWSa.02</b> Describe trends and patterns in results, identifying any anomalous results and suggesting why results are anomalous.	✓	✓	✓				✓	✓	✓	✓	✓	✓				✓		✓				✓	✓	✓	✓		✓
<b>9TWSa.03</b> Make conclusions by interpreting results, explain the limitations of the conclusions and describe how the conclusions can be further investigated.	✓	✓	✓				✓		✓	✓	✓	✓				✓	✓	✓			✓		✓		✓		✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>9TWSa.04</b> Evaluate experiments and investigations, including those by others, and suggest improvements, explaining any proposed changes.	✓	✓	✓				✓	✓	✓	✓	✓	✓		✓		✓		✓		✓		✓		✓	✓		✓
<b>9TWSa.05</b> Present and interpret results, and predict results between the data points collected.	✓	✓	✓				✓	✓	✓					✓		✓		✓		✓		✓	✓	✓	✓		✓
<b>Biology</b>																											
<b>9Bs.01</b> Describe the pathway of water and mineral salts from the roots to the leaves in flowering plants, including absorption in root hair cells, transport through xylem and transpiration from the surface of leaves.										✓	✓	✓															
<b>9Bs.02</b> Describe the structure of the human excretory (renal) system and its function (limited to kidneys filtering blood to remove urea, which is excreted in urine).										✓	✓	✓															



	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>9Bs.03</b> Know that chromosomes contain genes, made of DNA, and that genes contribute to the determination of an organism's characteristics.																			✓	✓	✓						
<b>9Bp.01</b> Describe the fusion of gametes to produce a fertilised egg with a new combination of DNA.																			✓	✓	✓						
<b>9Bp.02</b> Describe the inheritance of sex in humans in terms of XX and XY chromosomes.																			✓	✓	✓						
<b>9Bp.03</b> Describe variation within a species and relate this to genetic differences between individuals.																			✓	✓	✓						
<b>9Bp.04</b> Describe the scientific theory of natural selection and how it relates to genetic changes over time.																			✓	✓	✓						
<b>9Bp.05</b> Know that plants require minerals to maintain healthy growth and life processes (limited to magnesium to make chlorophyll and nitrates to make protein).	✓	✓	✓																								

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>9Bp.06</b> Know that photosynthesis occurs in chloroplasts and is the process by which plants make carbohydrates, using the energy from light.	✓	✓	✓																								
<b>9Bp.07</b> Know and use the summary word equation for photosynthesis (carbon dioxide + water → glucose + oxygen, in the presence of light and chlorophyll).	✓	✓	✓																								
<b>9Bp.08</b> Discuss how fetal development is affected by the health of the mother, including the effect of diet, smoking and drugs.										✓	✓	✓															
<b>9Be.01</b> Describe what could happen to the population of a species, including extinction, when there is an environmental change.	✓	✓	✓																								
<b>Chemistry</b>																											
<b>9Cm.01</b> Understand that the structure of the Periodic Table is related to the atomic structure of the elements and the Periodic Table can be used to predict an element's structure and properties.				✓	✓	✓																					

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>9Cm.02</b> Understand that a molecule is formed when two or more atoms join together chemically, through a covalent bond.				✓	✓	✓																					
<b>9Cm.03</b> Describe a covalent bond as a bond made when a pair of electrons is shared by two atoms (limited to single bonds).				✓	✓	✓																					
<b>9Cm.04</b> Describe an ion as an atom which has gained at least one electron to be negatively charged or lost at least one electron to be positively charged.				✓	✓	✓																					
<b>9Cm.05</b> Describe an ionic bond as an attraction between a positively charged ion and a negatively charged ion.				✓	✓	✓																					
<b>9Cp.01</b> Understand that the groups within the Periodic Table have trends in physical and chemical properties, using group 1 as an example.				✓	✓	✓																					
<b>9Cp.02</b> Describe how the density of a substance relates to its mass in a defined volume.				✓	✓	✓	✓	✓	✓																		

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>9Cp.03</b> Calculate and compare densities of solids, liquids and gases.							✓	✓	✓																		
<b>9Cp.04</b> Know that elements and compounds exist in structures (simple or giant), and this influences their physical properties.				✓	✓	✓																					
<b>9Cc.01</b> Use word equations and symbol equations to describe reactions (balancing symbol equations is not required).				✓	✓	✓							✓	✓	✓							✓	✓	✓			
<b>9Cc.02</b> Identify examples of displacement reactions and predict products (limited to reactions involving calcium, magnesium, zinc, iron, copper, gold and silver salts).													✓	✓	✓												
<b>9Cc.03</b> Describe how to prepare some common salts by the reactions of metals with acids, and metal carbonates with acids, and purify them, using filtration, evaporation and crystallisation.													✓	✓	✓												

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>9Cc.04</b> Describe the effects of concentration, surface area and temperature on the rate of reaction, and explain them using the particle model.																						✓	✓	✓			
<b>9Cc.05</b> Understand that in chemical reactions mass and energy are conserved.													✓	✓	✓												
<b>Physics</b>																											
<b>9Pf.01</b> Use density to explain why objects float or sink in water.							✓	✓	✓																		
<b>9Pf.02</b> Describe the difference between heat and temperature.							✓	✓	✓																		
<b>9Pf.03</b> Know that energy is conserved, meaning it cannot be created or destroyed.							✓	✓	✓																		
<b>9Pf.04</b> Know that thermal energy will always transfer from hotter regions or objects to colder ones, and this is known as heat dissipation.							✓	✓	✓																		
<b>9Pf.05</b> Describe thermal transfer by the processes of conduction, convection and radiation.							✓	✓	✓																		
<b>9Pf.06</b> Explain cooling by evaporation.							✓	✓	✓																		

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
9Ps.01 Draw and interpret waveforms, and recognise the link between loudness and amplitude, pitch and frequency																✓	✓	✓									
9Ps.02 Use waveforms to show how sound waves interact to reinforce or cancel each other.																✓	✓	✓									
9Pe.01 Describe how current divides in parallel circuits.																									✓	✓	✓
9Pe.02 Know how to measure current and voltage in series and parallel circuits, and describe the effect of adding cells and lamps.																									✓	✓	✓
9Pe.03 Calculate resistance (resistance = voltage / current) and describe how resistance affects current.																									✓	✓	✓
9Pe.04 Use diagrams and conventional symbols to represent, make and compare circuits that include cells, switches, resistors (fixed and variable), ammeters, voltmeters, lamps and buzzers.																									✓	✓	✓

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>Earth and Space</b>																											
<b>9ESp.01</b> Explain the movement of tectonic plates in terms of convection currents.																✓	✓	✓									
<b>9ESp.02</b> Explain why the jigsaw appearance of continental coasts, location of volcanoes and earthquakes, fossil record and alignment of magnetic materials in the Earth's crust are all evidence for tectonic plates.																✓	✓	✓									
<b>9ESc.01</b> Describe the carbon cycle (limited to photosynthesis, respiration, feeding, decomposition and combustion).	✓	✓	✓																								
<b>9ESc.02</b> Describe the historical and predicted future impacts of climate change, including sea level change, flooding, drought and extreme weather events.	✓	✓	✓																								
<b>9ESs.01</b> Describe the consequences of asteroid collision with the Earth, including climate change and mass extinctions.	✓	✓	✓																								

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6			Unit 7			Unit 8			Unit 9		
	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR	LB	WB	TR
<b>9ESs.02</b> Describe the evidence for the collision theory for the formation of the Moon.																✓	✓	✓									
<b>9ESs.03</b> Know that nebulae are clouds of dust and gas, and can act as stellar nurseries.																✓	✓	✓									
<b>Science in Context</b>																											
<b>9SIC.01</b> Discuss how scientific knowledge is developed through collective understanding and scrutiny over time.	✓		✓	✓	✓					✓		✓							✓		✓						
<b>9SIC.02</b> Describe how science is applied across societies and industries, and in research.							✓		✓				✓		✓				✓		✓	✓		✓	✓		
<b>9SIC.03</b> Evaluate issues which involve and/or require scientific understanding.							✓		✓				✓		✓	✓		✓	✓		✓	✓			✓		
<b>9SIC.04</b> Describe how people develop and use scientific understanding as individuals and through collaboration, e.g. through peer review.	✓		✓	✓		✓				✓		✓				✓		✓	✓		✓						
<b>9SIC.05</b> Discuss how the uses of science can have a global environmental impact.	✓		✓							✓		✓							✓		✓						

The information in this section is taken from the Cambridge Lower Secondary Science curriculum framework (0893) / is based on the Cambridge Lower Secondary Science curriculum framework (0893) from 2020. You should always refer to the appropriate curriculum framework document for the year of your students' tests to confirm the details and for more information.

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