

Teachers should enable children to develop **knowledge, understanding and skills** in relation to:

### STRAND 4: Change Over Time

<b>Statutory Requirements</b> Pupils should be enabled to explore:	<b>Suggested Learning Intentions</b> Children are learning:
<b>How do things change?</b>	<ul style="list-style-type: none"> <li>• how the weather changes through the seasons;</li> <li>• that we can heat or cool substances to change them;</li> <li>• how they can change the materials they play with;</li> <li>• how people grow and change;</li> <li>• to recognise the young of some familiar animals;</li> <li>• how animals and plants are influenced by changes in weather (seasons);</li> <li>• about change all around them (buildings, clothing, food, school environment);</li> </ul>
<b>What kind of changes happen, have happened or might happen?</b>	<ul style="list-style-type: none"> <li>• that people and places change;</li> <li>• about some of the changes of familiar things over time;</li> </ul>
<b>How can we make change happen?</b>	<ul style="list-style-type: none"> <li>• some of the ways we can change our immediate environment, both positively and negatively.</li> </ul>

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<b>Statutory Requirements</b> Pupils should be enabled to explore:	<b>Suggested Learning Intentions</b> Children are learning:
<b>Ways in which change occurs in the natural environment;</b>	<ul style="list-style-type: none"> <li>• how living things grow and change (S&amp;T);</li> <li>• about changes in their local area over time (H);</li> <li>• how weather causes change (G);</li> </ul>
<b>How people and places have changed over time;</b>	<ul style="list-style-type: none"> <li>• how people and places have changed over time (H);</li> <li>• similarities and differences in people's lives past and present (H);</li> <li>• the history of some people and places (H);</li> <li>• about jobs people did in the past (H);</li> <li>• about the effects of natural disasters on places (G);</li> <li>• how goods and services in the local area have changed (G);</li> <li>• how everyday items have changed over time (H);</li> <li>• how we grow, move and use our senses (S&amp;T);</li> </ul>
<b>Positive and negative changes and how we have a responsibility to make an active contribution.</b>	<ul style="list-style-type: none"> <li>• how we can reduce, reuse and recycle (S&amp;T);</li> <li>• that everyday materials can be changed by heating or cooling (S&amp;T);</li> <li>• that some people try to preserve our heritage (H);</li> <li>• about the impact of human activity on our environment (G);</li> <li>• about problems with litter in the environment (G);</li> <li>• about the impact of litter on living things and their habitats (G, S&amp;T);</li> <li>• about their part in protecting the earth (G);</li> </ul>

G - Geography

H - History

S&T - Science and Technology

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<b>Statutory Requirements</b> Pupils should be enabled to explore:	<b>Suggested Learning Intentions</b> Children are learning
<b>How change is a feature of the human and natural world and may have consequences for our lives and the world around us;</b>	<ul style="list-style-type: none"> <li>to understand the importance of developing a healthy lifestyle (S&amp;T);</li> <li>about the relevance of the water cycle (S&amp;T) (G);</li> <li>about the life cycles of some plants and animals (S&amp;T);</li> <li>about the environmental benefits of reducing, reusing and recycling (S&amp;T);</li> <li>about how materials are changed to make new materials (S&amp;T);</li> <li>about organisations who work to protect the environment and wildlife (G);</li> <li>about the impact of significant changes which have taken place in their locality (H);</li> <li>about how developments in technology have affected life now and in the past (H);</li> <li>that locations / buildings need conservation / preservation (H);</li> <li>how long or short term climatic changes are impacting on our environment (G) (S&amp;T);</li> <li>how changes in industry can affect people both locally and globally (G);</li> <li>the changes brought about to a community by a natural disaster (G);</li> </ul>
<b>Ways in which change occurs over both short and long periods of time in the physical and natural world;</b>	<ul style="list-style-type: none"> <li>about the effects of heating and cooling (S&amp;T);</li> <li>that some substances dissolve and others do not (S&amp;T);</li> <li>how materials used to make products have changed over time (H);</li> <li>how properties of materials relate to how they are used (S&amp;T);</li> <li>to recognise the continuity and change in lifestyles over time (H);</li> <li>about how changes in the climate have been brought about (G);</li> <li>about the depletion of the world's resources and how this has occurred (G);</li> <li>that some things decay naturally while others do not (S&amp;T);</li> </ul>
<b>The effect of positive and negative changes globally and how we contribute to some of these changes;</b>	<ul style="list-style-type: none"> <li>about the importance of conserving the environment including protection of habitats and wildlife (G);</li> <li>that there are things we can do to prevent pollution and the production of waste (G);</li> <li>about the role they have in conserving energy (G) (S&amp;T);</li> <li>some of the major changes in the past which have affected our lives today (H);</li> <li>how developments in communication and transport have impacted on our world (H);</li> <li>about desirable and undesirable change at home and in the environment (S&amp;T).</li> </ul>

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