

Foston CE, Terrington CE VA & Stillington Primary Schools in Collaboration with Langton Primary School Progression Map

Subject: Physics

Intent:

Within the Foston, Stillington and Terrington Federation, in collaboration with Langton Primary School, we intend that all our children will develop a deep curiosity about the world around them, and to experience the wonder which comes with gaining a knowledge and understanding about the processes and systems they can and can't see.

Our children will further develop:

- The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings;
- Confidence and competence in the full range of practical skills;
- Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations;
- Scientific enquiry skills to be embedded in each topic throughout the school to allow the children to build upon prior knowledge;
- The ability to undertake practical work in a variety of contexts;
- Have a clear understanding of the jobs available from science specialisms.

Key Concept	Overview	EYFS	Key Stage 1	Key Stage 2- Cycle	
Understand electrical circuits This concept involves understanding circuits and their role in electrical applications.	Topic	Understand electrical circuits Please note that this could be brought in with Keeping myself safe PSED		Electricity	
	NC objectives/ Milestones30	see Year-Olds Communication and Language <ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Understanding the World <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Explore how things work. Reception Communication and Language <ul style="list-style-type: none"> • Learn new vocabulary. • Ask questions to find out more and to check what has been said to them. 		LKS2 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.	UKS2 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.

	<ul style="list-style-type: none"> •Articulate their ideas and thoughts in well-formed sentences. •Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. •Use new vocabulary in different contexts. <p>ELG Communication and Language Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. 		<p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	
Knowledge	<p>Three and Four-Year-Olds</p> <p>Communication and Language</p> <ul style="list-style-type: none"> • To understand 'why' questions, like: "Why do you think the caterpillar got so fat?" <p>Understanding the World</p> <ul style="list-style-type: none"> •To explore collections of materials with similar and/or different properties. •To talk about what they see, using a wide vocabulary. •To explore how things work. <p>Reception Communication and Language</p> <ul style="list-style-type: none"> •To learn new vocabulary. •To ask questions to find out more and to check what has been said to them. •To articulate their ideas and thoughts in well-formed sentences. •To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. •Use new vocabulary in different contexts. <p>ELG Communication and Language Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • To make comments about what they have heard and ask questions to clarify their understanding. 		<p>To identify the common appliances that run on electricity (this could be in school or at home)</p> <p>Specific example/s to be taught: Identifying, from the following list, which are appliances which run off electricity: Motorbike, vacuum cleaner, clothes iron, washing machine, wind-up alarm clock, pizza oven, dishwasher, washing machine, steam engine, mobile phone, TV.</p> <p>To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Specific example/s to be taught: Cells, wires, bulbs, switches, buzzers.</p> <p>To 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.</p> <p>Specific example/s to be taught: 1 bulb, 1 cell, 2 wires 1 bulb, 2 cells, 3 wires</p>	<p>To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Specific example/s to be taught: More batteries or a higher voltage create more power to flow through the circuit. Fewer batteries or a lower voltage give less power to the circuit.</p> <p>To 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.</p> <p>Specific example/s to be taught: Shortening the wires means the electrons have less resistance to flow through. More buzzers or bulbs mean the power is shared by more components. Lengthening the wires means the electrons have to travel through more resistance. That the on/off position of switches determines whether the light is on / buzzer makes a noise as it completes and breaks a circuit.</p>

'For under-fives, most serious accidents happen in the home, but as your child grows, the serious risks reduce,'

'They are more able to help with day-to-day jobs and can learn to take more responsibility for themselves, but there are safe behaviours that they need to learn alongside their growing independence.'

Water and electricity don't mix: never to take electrical appliances into the bathroom.

If you're helping in the kitchen, carry scissors and knives pointing downwards, use oven gloves and don't leave anything cooking unattended.

Never put small items in your mouth, especially button batteries and magnets: they can be really dangerous if you swallow them accidentally.

Never put any electric cables in your mouth.

2 bulbs, 2 cells, 4 wires
1 bulb, 2 cells, 3 wires
2 bulbs, 1 cell, 3 wires.

To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

Specific example/s to be taught:

A lamp will light when the switch closes the circuit, but it will not light when a switch breaks a circuit.

To recognise some common conductors and insulators, and associate metals with being good conductors.

Specific example/s to be taught:

Common conductors: iron, silver, gold, seawater, copper, steel.

Common insulators: wood, plastic, rubber, glass, paper.

To work safely with circuit components in the classroom.

Specific example/s to be taught:

That the outer casing of any electrical equipment isn't damaged;

That there are no signs of rust on any pieces of equipment;

That there are no signs of batteries leaking;

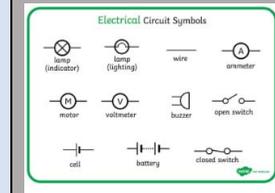
That wires do not trail where they could cause a trip hazard;

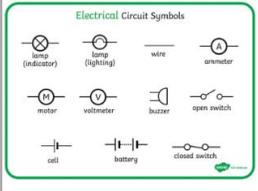
That no water bottles are near the equipment when it is being used;

That children ensure their hands are completely clean and dry before using the equipment.

To use recognised symbols when representing a simple circuit in a diagram.

Specific example/s to be taught:



			<p>That the materials can be tested in a circuit to see if they are electrical conductors or electrical insulators.</p> <p>Specific example/s to be taught: Common conductors: iron, silver, gold, seawater, copper, steel. Common insulators: wood, plastic, rubber, glass, paper.</p>	
Vocabulary	<p>Electricity Danger Plug Electric appliances Rules Safety</p>		<p>Battery - a container consisting of one or more cells that is used for generating current.</p> <p>Bulb - a glass bulb which provides light by passing an electrical current through a filament.</p> <p>Buzzer - an electrical device that makes a buzzing noise and is used for signalling (for example, in a burglar alarm).</p> <p>Circuit - a complete and closed path around which a circulating current can flow.</p> <p>Conductor - a material or device which allows heat or electricity to carry through.</p> <p>Current - a flow of electricity which results from the ordered directional movement of electrically charged particles.</p> <p>Electricity - a form of energy resulting from the existence of charged particles.</p> <p>Filament - a conducting wire or thread with a high melting point which forms part of an electric bulb.</p> <p>Motor - a machine powered by electricity that supplies motive power for a vehicle or other moveable device.</p> <p>Static Electricity - a stationary electric charge, typically produced by friction, which causes sparks or crackling or the attraction of dust.</p> <p>Switch - a device for making and breaking the connection in a circuit.</p>	<p>Circuit - a closed loop for electricity to travel around component a part used in an electrical circuit.</p> <p>Electricity - a form of energy caused by electrons moving.</p> <p>Cell - (battery) a stored source of electricity Switch - a switch turns an electrical circuit on or off by completing or breaking the circuit.</p> <p>Conductor - an object that allows electricity to flow through it easily (objects made of metal are good conductors).</p> <p>Insulator - an object that does not allow electricity to flow through it easily.</p> <p>Circuit symbols see diagram</p>  <p>Voltage - a force that makes electricity flow through a wire (measured in volts).</p> <p>Motor - a machine that turns electrical energy into movement.</p> <p>Symbol - a visual picture that stands for something else.</p>

				<p>Voltage - the force that makes electricity move through a wire.</p>	<p>Current - the flow of electrons, measured in amps. Amps - how electric current is measured.</p> <p>Voltage - the force that makes the electric current move through the wires. The greater the voltage, the more current will flow.</p> <p>Resistance - the difficulty that the electric current has when flowing around a circuit.</p> <p>Electrons - very small particles that travel around an electrical circuit.</p>
Key Concept	Overview	EYFS	Key Stage 1	Key Stage 2- Cycle B/ D	
<p>Science</p> <p>Understanding movement, forces and magnets</p> <p>This concept involves understanding what causes motion.</p>	Topic	<p>Understanding movement, forces and magnets</p> <p>Under the sea - summer term 2 Year A</p> <p>People who have helped us - summer - 1 year A and year B</p>		<p>Understanding forces and magnets</p>	<p>Understanding forces and magnets</p>
	Objectives NC/ Milestones	<p>3-4 yrs:</p> <ul style="list-style-type: none"> -Explore collections of materials with similar and/or different properties. -Explore and talk about different forces they can feel. <p>Reception</p> <ul style="list-style-type: none"> -Use talk to explain how things work and why they might happen. 		<p>LKS2</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>UKS2</p> <p>Magnets</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</p> <p>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</p> <p>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</p>

					Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.
Knowledge	<p>Children to start to understand the different vocabulary</p> <p>To explore different forces and how they affect movement.</p>			<p>To compare how things move on different surfaces.</p> <p>Specific example/s to be taught: Compare a variety of objects as they move across a smooth surface (eg how they move across or down a plastic whiteboard) compared to how the same objects moves across or down a more rough or bumpy surface.</p> <p>To notice that some forces need contact between 2 objects, however magnetic forces can act at a distance.</p> <p>Specific example/s to be taught: Forces which need contact to act: Friction – rubbing hands together, rubber brakes on a bike, writing on paper or a whiteboard. Tension – a cable car, climbing a rope, plucking a guitar string. The force of magnets acting on objects made of some metals (iron, nickel, cobalt, steel, as it contains iron).</p> <p>To observe and understand how magnets attract or repel each other and how they attract some materials and not others.</p> <p>Specific example/s to be taught: That magnets have opposite North and South poles. A North and North pole together will repel each other, but a North and South pole will attract each other.</p>	<p>Magnets</p> <p>That magnets have two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Specific example/s to be taught: That magnets have opposite North and South poles. A North and North pole together will repel each other, but a North and South pole will attract each other. Objects made of, or containing, iron, nickel and cobalt will be magnetic.</p> <p><i>Children will be able to explain, in detail and using the correct scientific terminology, why some objects are magnetic and some are not. They will be able to tailor their explanations according to their audience and purpose for speaking.</i></p> <p>Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Specific example/s to be taught: A football, The moon.</p>

				<p>Objects made of, or containing, iron, nickel and cobalt will be magnetic.</p> <p>-</p> <p>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.</p> <p>Specific example/s to be taught: Magnetic: iron, nickel, cobalt, and objects made of these materials. Non-magnetic materials – rubber, plastic, paper, glass, wood.</p> <p>-</p> <p>To describe magnets as having 2 poles.</p> <p>Specific example/s to be taught: That magnets have opposite North and South poles. A North and North pole together will repel each other, but a North and South pole will attract each other.</p> <p>-</p> <p>To predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p>Specific example/s to be taught: A North and North pole together will repel each other, but a North and South pole will attract each other.</p>	<p>Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</p> <p>Specific example/s to be taught: Air: Parachutes through the air</p> <p>Water: Swimmer diving into water People walking through water Fish swimming through water</p> <p>Friction: Shoes on carpet tiles / wooden boards / sheet of paper / plastic sheet (bin liner).</p> <p>-</p> <p>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</p> <p>Specific example/s to be taught:</p> <p>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</p> <p>Specific example/s to be taught: Pulleys allow us to lift weights and to change the direction of a force. Gears let us control how quickly and in what direction something rotates. Levers increase the force, to help lift heavy items. When a spring is pushed down, it exerts a push force to go back to its original position.</p> <p>Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Specific example/s to be taught: Pulleys allow us to lift weights and to change the direction of a force by increasing the force used, Gears increase force and let us control how quickly and in what direction something rotates.</p>
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					<p>Levers increase the force, to help lift heavy items.</p> <p>When a spring is pushed down, it exerts a push force to go back to its original position.</p>
Vocabulary	<p>Push Pull Float Sink Stretch Slide Bounce magnetic</p>			<p>Friction- a force between 2 surfaces that are sliding or trying to slide across each other.</p> <p>Forces – a push or pull force which causes an object to move</p> <p>Gravity - a pulling force exerted by the Earth (or anything else which has mass).</p> <p>Surface – the outside of something</p> <p>Magnet-a material or object that produces a magnetic field.</p> <p>Magnetic field – the area around a magnet where there is a magnetic force which will pull magnetic objects towards the magnet.</p> <p>Poles – North and south poles are found at different ends of a magnet.</p> <p>Magnetic attraction – a force which pulls objects towards each other.</p> <p>Magnetic repulsion – a force which pushes objects away.</p>	<p>Forces – a push or pull force which causes an object to move</p> <p>Drag – A force which slows the movement of an object</p> <p>Gravity - a pulling force exerted by the Earth (or anything else which has mass).</p> <p>Earth’s gravitational pull The pull that earth exerts on an object, pulling it towards Earth’s centre. It is the Earth’s gravitational pull which keeps us on the ground.</p> <p>Weight - the measure of the force of gravity on an object.</p> <p>Mass - a measure of how much matter (or ‘stuff’) is inside an object.</p> <p>friction - a force that acts between two surfaces or objects that are moving, or trying to move, across each other.</p> <p>Air resistance - a type of friction caused by air pushing against any moving object.</p> <p>Water resistance - a type of friction caused by water pushing against any moving object.</p> <p>Buoyancy - an object is buoyant if it floats. This is because the weight of the object is equal to the up thrust.</p> <p>Streamlined - when an object is shaped to minimise the effects of air or water resistance.</p> <p>Up thrust A force that pushes objects up, usually in water</p>

Key Concept	Overview	EYFS	Key Stage 1	Key Stage 2	
Investigate seeing	Topic	Celebrations (Diwali) Autumn Term 2 Year A		LKS2 Light and Dark	UKS2 Light and Dark
	NC objectives/ Milestones	-Talk about what they see. -Describe what they see whilst outside. -To understand some important processes such as light and dark. -Making observations.		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.	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.
	Knowledge	-I need light to see. -Light comes from different sources. -A candle is a light source. -The sun is a light source. -It is dark at night, and light in the day.		That you need light to see. That light is reflected from surfaces. That light from the sun can be dangerous. That shadows are formed when the light from a light source is blocked by an opaque object. That there are patterns in the way the sizes of shadows change.	That light appears to travel in straight lines. That light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. That we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. That light travels in straight lines which is why shadows have the same shape as the objects that cast them.
Vocabulary	See Light Dark Eye Fire Sun Moon Stars reflection			Light source - a source of light makes light. Senses - our five senses allow us to observe and understand the world around us. Pupil - the opening in the centre of the eye. Reflect -when light bounces off a surface. Shadow - the dark shape made when something blocks light. Transparent - light completely passes through it, and you can see clearly through it. Opaque -cannot be seen through and does not allow light to pass through it.	Reflection - occurs when a light ray hits a surface and bounces off. Shadow - the dark shape made when something blocks light. Transparent -light completely passes through it, and you can see clearly through it. Translucent -some light passes through it, but the light is scattered, so you can't see clearly through it. Opaque -cannot be seen through and does not allow light to pass through it.

				<p>Angle of incidence – where a ray of light hits a surface</p> <p>Angle of reflection – where a ray of light bounces off a surface</p>	<p>Diffuse reflection -when a surface reflects rays of light in a broad range of directions.</p> <p>Absorb- when the object soaks up some of the light waves.</p> <p>Angle of incidence- distance of the angle between the ray of light and the perpendicular line.</p> <p>Refraction- when light changes direction, or bends, when it moves from one material to another.</p> <p>Lens- a piece of glass or other see-through material that is curved on one or both sides</p> <p>Light waves – forms of moving energy made of tiny microscopic particles called photons.</p>
Key Concept	Overview	EYFS	Key Stage 1	LKS2	UKS2
Investigate sound and hearing	Topic	Throughout topics:		Sound	
	NC objectives	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Listen attentively, move to and talk about music,</p>		<p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	
	Knowledge	<p>I know sounds can be loud and quiet.</p> <p>I know instruments can make sounds.</p> <p>I know I can make sounds with my voice and body.</p>		<p>That sounds are produced by objects vibrating.</p> <p>Specific example/s to be taught:</p> <p>Vibrations cause the air touching the source of the noise to vibrate, which causes the air further away to vibrate, which the brain experiences as sound waves.</p> <p>Examples: Guitar.</p>	

				<p>That travel through different mediums (solids, liquids and gases) through to the ear.</p> <p>Specific example/s to be taught: Sound through magnetic objects Sound through air Sound through water.</p> <p>-</p> <p>To know that there are patterns between the pitch of a sound and the object which produces it.</p> <p>Specific example/s to be taught: Smaller, shorter, thinner, tighter and more dense objects produce higher pitched sounds. Larger, longer, thicker, looser, and less dense objects make lower sounds.</p> <p>-</p> <p>To know that there are patterns between the volume of sound and the strength of the vibrations which produced it.</p> <p>Specific example/s to be taught: The larger the vibration, the louder the sound. The smaller the vibration, the quieter the sound.</p> <p>-</p> <p>To know that sounds get fainter as the distance from the sound source increases.</p> <p>Specific example/s to be taught: Hand claps, sniffs, coughs, foot stamps, thigh slaps – the further the source, the quieter the sound.</p>
	Vocabulary	Loud Quiet Bang Noise Sound Music Instrument songs		<p>Sound - created when something vibrates and sends waves of energy (vibration) into our ears.</p> <p>Source – sound is caused by vibrations that travel through the air.</p> <p>Vibration - created when something vibrates and sends waves of energy (vibration) into our ears.</p> <p>Pitch (high/low) - high-pitched sounds have high frequencies (a lot of quick waves). The more peaks in this time, the higher the pitch. Low-pitched sounds have low frequencies (a smaller number of waves).</p> <p>Volume - how loud or quiet the sound is.</p>

				Insulation - the material or technique used to reduce the rate at which sound travels.
		EYFS	KS1	KS2
Earth and Space	NC objectives	ELG: To explore the natural world around them, making observations. Understand some important processes and changes in the natural world around them, drawing on their own experiences and what has been read in class.	To observe changes across the four seasons To observe and describe the weather associated with seasons and how day length changes.	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
	Knowledge	That different things happen at different times of year, eg Christmas is in winter, Easter is in spring, summer holidays are in the summer and Halloween is in autumn.	That the weather changes according to the seasons. Specific example/s to be taught: That there are four seasons – spring, summer, autumn, winter. Summer: t-shirt, shorts, sunhat Spring: t-shirt, shorts, jumper/cardigan Autumn: Long trousers, long-sleeved t-shirt and jumper/cardigan, coat. Winter: Warm trousers, tops and jumpers, hats, scarves, gloves, wellies. - That in winter we can expect different weather to in summer, and that autumn / spring are transitional seasons. Specific example/s to be taught: In winter, the weather is often very cold and we might get snow. In summer, it is often hot and sunny. - That in the summer we have longer days than in the winter. Specific example/s to be taught: In summer we get up to 16 hours 28 minutes of daylight. In winter we can get as little as 7 hours and 50 minutes of daylight.	That the Earth and other planets move relative to the sun. Specific example/s to be taught: The Earth moves in orbit around the Sun in 365 days, 6 hours and 9 minutes. Every four years, the 6 hours and 9 minutes add up to one extra day, and we have a leap year. We use a heliocentric model to demonstrate how the Sun is at the centre of the solar system. - That the moon orbits the Earth Specific example/s to be taught: It takes the Moon 28 days to orbit the Earth. It also completes one rotation in about 27 days. - That the Sun, Earth and Moon are approximately spherical in shape. Specific example/s to be taught: A planet is round because of gravity, and a planet's gravity pulls equally from all sides. - That we have day and night due to the rotation of the Earth on its' axis. This makes the sun look as though it is moving, when it isn't. Specific example/s to be taught:
	Vocab	Weather Seasons	Seasons - The four parts of the year (spring, summer, autumn, winter).	Sun - a huge star that Earth and other planets in our solar system orbit around.

		<p>Changes Spring Summer Autumn Winter</p>	<p>Weather - What the air is like outside (windy, cloudy, sunny, rainy, dry, warm, cold).</p> <p>Temperature - A measure of how hot or cold it is.</p> <p>Sunrise - The time when the sun comes up.</p> <p>Sunset - The time when the sun goes down.</p> <p>Compare - To think about what is the same and what is different.</p>	<p>Star – a giant ball of gas held together by its own gravity.</p> <p>Moon – a natural satellite which orbits the Earth and other planets.</p> <p>Planet – a large object, round or nearly round, which orbits a star.</p> <p>Solar system – the sun and everything which orbits around the sun.</p> <p>Satellite – Any object or body in space that orbits something else, for example the moon is a satellite of the Earth.</p> <p>Orbit – To move in a regular, repeating curved path around another object.</p> <p>Rotate – To spin, eg Earth rotates on it's own axis</p> <p>Axis – an imaginary line that a body rotates around.</p> <p>Geocentric model – A belief that people used to have that other planets, and the sun, orbited around Earth.</p> <p>Heliocentric model – The structure of the solar system where the planets orbit around the sun.</p>
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