Year Group 5

Term 1

Earth and Space

Living things and their habitats | Forces | Properties of materials | Earth & Space | Animals Including Humans

Enquiry Question	Why does Earth move?		
Scientific Enquiry	• To be able to identify scientific evidence that has been used to support or refute ideas or arguments. • To be able to record data using scientific diagrams and labels. • To be able to plan different types of scientific enquiry to answer questions.		
NC Objectives	• 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.		
Curriculum Coherence	**Prior Knowledge** Builds on previous knowledge from Y5 Forces.		**Future Learning**
	Vocabulary Orbit, terrestrial planet, solar system, spherical, gas giant planet, moon, phases, waxing, waning, gibbous, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto.	**High Quality Text** 	**Misconceptions** The Earth is the centre of our Solar System Everything in our Solar System is the same size: The Earth is flat.
			Assessment/Outcomes Retrieval Practice Written Task Online Platform

Year Group 5

Term 1

Earth and Space

Living things and their habitats  Forces  Properties of materials  Earth & Space  Animals Including Humans 

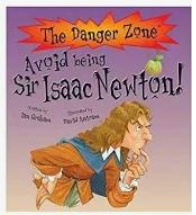
Unit Summary: This unit gives children the opportunity to star-gaze by learning more about the Earth and the celestial bodies in our solar system. Starting with an exploration of each planet - from Mercury to Neptune - this unit then explores how scientific ideas surrounding Earth's movement and placement have changed and developed over time. The children will deepen their understanding of the Moon, time zones and the night and day cycle.	
Knowledge Sequence	Lesson 1 – What are the planets called and how are they ordered? During the lesson the children will discover the names of the different planets, their properties and their relationship with the main star in our solar system, the sun. They will consider the size difference between the planets building a life size model of the solar system to depict the planets and their distance and size relative to each other. DE Lesson 1
	Lesson 2 – How do the planets move around the sun? Within this lesson the children will develop an understanding of the geocentric model of the solar system and how this gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus. They will look at the different ideas regarding the solar system and explores how opinion has changed over time as well as the distance travelled and time taken for planets to orbit the sun, including the direction of travel. DE lesson 2
	Lesson 3 – How does the earth travel around the sun and what is its impact? During this lesson the focus shifts to look at how the Earth rotates and spins on its axis. The children will understand how this creates the night and day cycle and how the Earth orbits the Sun. The children will observe the Sun as it transitions across the sky, conducting a simple experiment to track what happens to the light on their bodies as they rotate.DE lesson 3
	Lesson 4 – How does the earth travel around the sun and what is its impact? The children will discover the impact that the sun has on us being able to tell the time by tracking and using its movements across the sky. Recap on their knowledge of the earths rotation on its axis and this giving us day and night as well as linking the earths movements back to their work on seasons. Develop a sun dial and use it to help tell the time throughout the day. DE Lesson 4
	Lesson 5 – Does the moon move, or do we? Next up the children begin to look at the Moon and its different phases. The children will learn about the position of the Moon and how it orbits the Earth. They will understand the phases of the Moon and recall that it is not a light source, but reflects the light to us on Earth. Discuss the different phases of the Moon and how it can look different over 27 days. The phases are waxing when the Moon becomes brighter and waning when the Moon becomes dimmer. DE Lesson 5
	Lesson 6 – What is a star? During this final lesson, we will bring together all of the learning to consider what stars are and how important our star is to our solar system. We will explore the philosophical idea that if there are millions of stars in the sky is there another solar system out there that is like ours.
Aspiration	Your key knowledge will help you to be one of the following: Astronaut, astronomer,
Scientist/Historical figure	Galileo Galilei - research-card-Earth-and-space.pdf (ogdentrust.com) – Constructed the first astronomical telescope.

Year Group 5

Term 2

Forces

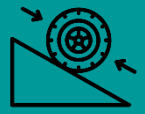
Living things and their habitats | Forces | Properties of materials | Earth & Space | Animals Including Humans

Enquiry Question	Why did the apple fall from the tree?			
Scientific Enquiry	• To be able to plan different scientific enquiries to answer questions. • To be able to take measurements using scientific equipment with increasing accuracy and precision • To be able to identify scientific evidence that has been used to support or refute ideas or arguments.			
NC Objectives	• Explain that unsupported objects fall towards the Earth because of the force of gravity. • Identify the effects of air resistance, water resistance and friction, that act between a moving surface. • Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have greater effect.			
Curriculum Coherence	**Prior Knowledge:** Compare how things move on different surfaces (Y3) Notice that some forces need contact with two objects but others don't, magnets (Y3) Compare items that are magnetic and not and group them. (Y3)		**Future Learning**	
	Vocabulary Gravity, astronomy, mass, weight, Newton, resistance, levers, pullies, friction, fulcrum, axle.	**High Quality Text** 	**Misconceptions** If an object is at rest, no forces are acting on it: Forces must come into contact with an object to act upon it: There is no gravity in space	**Assessment/outcomes** Retrieval Practice Written Task Online Platform

Year Group 5

Term 2

Forces

Living things and their habitats  Forces  Properties of materials  Earth & Space  Animals Including Humans 

Unit Summary: This unit 'Force' takes children through six lessons where they learn how to: **explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object; identify the effects of air resistance, water resistance and friction, that act between moving surfaces;** and finally, they learn how to **recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.**

Knowledge Sequence	Lesson 1 – What is the impact of gravity and the how is the work of Newton and Galileo important? Teach the children about the life and work of Isaac Newton. Newton discovered gravity, which is a fundamental force within the universe. It is the force which draws objects towards the centre of a body, such as a planet. Explore Newton's further contributions, such as calculus and Newton's laws of motion. Discuss the difference between mass and weight and apply this to an astronaut visiting the moon. DE Lesson 1
	Lesson 2 – What is resistance? Within this lesson the children will explore the life and work of Galileo and discover his influential experiment on gravity. Drop a feather and tennis ball from the same height and observe what happens. Knowing that the mass of an object does not influence how quickly it falls to the ground, discuss some possible reasons for the differences the children see. Explain that air resistance is a force which acts as friction between the object and air. It is sometimes known as drag and is an opposing force to gravity. DE lesson 2
	Lesson 3 – What factors affect water resistance? During this lesson the focus shifts to look at water resistance is a force which prevents an object from moving easily through the water. Test whether air resistance or water resistance is stronger by dropping a small object, such as a marble or penny, from the same height through water and the air. Explore examples of objects or animals which are streamlined to allow them to move through the water more quickly. DE lesson 3
	Lesson 4 – Does resistance act between moving objects? This lesson progresses the children's learning to consider the idea that friction is the resistance force between two surfaces when they move across each other. It is a contact force which works in the opposing direction to an object's movement. Explore examples of when friction is useful, such as rubber brakes on tyres, shoe soles and tyres on the road. In the winter, sand/salt is spread over the road to increase friction and prevent car tyres from slipping. DE Lesson 4
	Lesson 5 – How are levers and pulleys used to make light work? The lesson starts by exploring information relating to levers and pulleys. Pupils will there that they are two types of simple machines that are used to make work easier by reducing the amount of force required to move an object. Pupils will explore how Levers work by allowing a small force to be applied over a long distance to move a larger load over a shorter distance and Pulleys work by distributing the load over multiple ropes or cables, reducing the amount of force required to lift the load. DE Lesson 5
	Lesson 6 – Are we in the right gear? During this final lesson, the children will learn about a further mechanism - gears. Gears are toothed wheels that mesh together and interact with each other. When 2 gears grind together, they will rotate in opposite directions. They will explore the relationship between the number of teeth gears have and how fast or slow they rotate. DE Lesson 6
Aspiration	Your key knowledge will help you to be one of the following: Engineer, product technician (designing different protects), machine engineer.
Scientist/Historical figure	Sir Issac Newton - Isaac Newton - Kids | Britannica Kids | Homework Help

Year Group 5

Term 3

Changes of materials

Living things and their habitats  Forces  Properties of materials  Earth & Space  Animals Including Humans 

Enquiry Question	Are all changes to materials permanent?			
Scientific Enquiry	• To be able to plan different types of scientific enquires to answer questions. • To be able to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar, and line graphs. • To be able report and present findings from enquiries, including conclusions, casual relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.			
NC Objectives	• Demonstrate that dissolving, mixing and changes of state are reversible changes. • Know that some materials will dissolve in a liquid to form a solution and describe how to recover a substance from a solution. • Know how to separate liquids, solids and gases using methods such as filtering, sieving, and evaporating. • Know that some changes result in new materials and are usually irreversible including changes associated with burning and acid on bicarbonate of soda.			
Curriculum Coherence	**Prior Knowledge** Compare and group materials according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)		**Future Learning**	
	Vocabulary Solute, Solvent, reversible, evaporate, chemical change, effervescence, fair test, corrosion, combustion, extinguish, reaction, carbon dioxide	**High Quality Text** 	**Misconceptions** Melting and dissolving are the same: When something dissolves, it disappears: .	**Assessment/outcomes** Retrieval Practice Written Task Online Platform

Year Group 5

Term 3

Changes of materials

Living things and their habitats  Forces  Properties of materials  Earth & Space  Animals Including Humans 

Unit Summary: This unit 'Changes of materials' takes children through six lessons where they learn how to: **describe how to recover a substance from a solution; demonstrate that dissolving, mixing and changes of state are reversible changes;** and finally, they learn how to **explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.**

Knowledge Sequence	Lesson 1 – What happens when you dissolve a material in a solution and how do you recover it? Introduce the children to a problem to solve: They have been stranded on a desert island. They have found 2 bottles filled with a clear, colourless solution. One solution is pure water for drinking and the other is salty water. The labels have been washed off and they need to work out which one is suitable for drinking (but they cannot taste it). DE Lesson 1
	Lesson 2 – What is a reversible and irreversible change? Within this lesson the children will recap on the previous lesson's learning by reminding themselves that a reversible change is a physical change that can be undone, meaning that the original substances can be obtained back by reversing the process. In a reversible change, the chemical composition of the substance does not change, and the substance can return to its original state without undergoing any chemical reaction. Compare this to an irreversible change where the items chemical make-up changes and cannot be returned. DE lesson 2
	Lesson 3 – How can chemical reactions create new materials? During this lesson the children will initially recap the learning around reversible changes. Discuss how human activities since the Industrial Revolution have set in motion major climate changes, many of which we will continue to experience even if we stopped emitting all greenhouse gases immediately. However, if we made a lot of changes today, most experts agree that climate change is still reversible. The children will explore 4 examples of chemical changes. They will carry out a range of practical's/watch demonstrations to look at the changes that take place in an irreversible change to show a new product has been made. DE lesson 3
	Lesson 4 – How do things burn and what are the effects? During this lesson the children will be reminded that burning is an irreversible change. They will discover that burning can be described as combustion. Combustion is when a fuel reacts with oxygen to release energy. Combustion needs 3 things to take place - fuel, heat and a fuel. This can be described as the fire triangle - if one thing is removed, the fire will go out. Demonstrate this by placing a jar over a tea light. Place a larger jar over the same tea light and ask the children to predict what may happen. DE Lesson 4
	Lesson 5 – How do chemical reactions have an impact on our lives? This lesson explores review key concepts covered throughout the unit by looking at reactions. Explore some chemical reactions the children will be familiar with that occur in everyday life. Ask the children to predict and then test how different liquids react with bicarbonate of soda. Ask them to observe the reactions and record them in a table. Then, divide the children into small groups to test which combination they think would be the best and compare the results. DE Lesson 5
Aspiration	Your key knowledge will help you to be one of the following: Builder, food technician, Maintenance officer, nuclear plant operator.
Scientist/Historical figure	Ruth Benerito - Ruth Benerito - Kids | Britannica Kids | Homework Help Developed wrinkle free cotton.

Year Group 5

Term 4

Properties of materials

Living things and their habitats  Forces  Properties of materials  Earth & Space  Animals Including Humans 

Enquiry Question	Are all materials the same?			
Scientific Enquiry	• To be able report and present findings from enquiries, including conclusions, casual relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • To be able to use test results to make predictions to set up further comparative tests. • To be able to Identify scientific evidence that has been used to support or refute ideas or arguments.			
NC Objectives	• Compare and group together materials based on, hardness, solubility, transparency, thermal and electrical conductivity, and magnetism. • Give reasons, based on evidence/fair tests for particular uses of materials.			
Curriculum Coherence	**Prior Knowledge** Compare and group together every day materials on the basis of their physical properties (Y1) Identify and compare the suitability of everyday materials for particular resources (Y2)		**Future Learning**	
	Vocabulary Conductive, magnetic, thermal, conduction, hardness, force, dissolve, solute, solvent, substance, filtering, evaporation.	**High Quality Text** 	**Misconceptions** All materials can be grouped together based on their properties. All metals will respond to magnets in the same way:	**Assessment/outcomes** Retrieval Practice Written Task Online Platform

Year Group 5

Term 4

Properties of materials

Living things and their habitats  Forces  Properties of materials  Earth & Space  Animals Including Humans 

Unit Summary: This unit 'Properties of materials' takes children through six lessons where they learn how to: **compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets; know that some materials will dissolve in liquid to form a solution, use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating;** and finally, they learn how to **give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.**	
Knowledge Sequence	Lesson 1 – How can materials be grouped? Start by discussing the properties of common materials and their uses. The children will be able to draw on their knowledge of materials (Year 2), magnets (Year 3) and electricity (Year 4) to plan an investigation that tests whether materials are electrical conductors, transparent, strong thermal conductors or magnetic. Before the children test their materials, discuss what they need to do to ensure that their tests are fair. DE Lesson 1
	Lesson 2 – How can materials be compared together (thermal conductors and insulators)? Within this lesson teach the children about thermal conduction and thermal insulation. They will use this information to carry out the investigation which tests the thermal conductivity of different materials. Before the children carry out their comparative test, you may need to teach them how to read a thermometer and the importance of ensuring they are carrying out a fair test. Ensure the temperature of the warm water is no warmer than 60 degrees Celsuis. DE lesson 2
	Lesson 3 & 4 – What happens when you dissolve a material into a solution? In the first part of this lesson, the children will start to become familiar with the term dissolving, materials that can and can't dissolve and how this can beneficial in certain industries. In second part of the lesson The children will design an investigation to test the solubility of substances. Ensure that the children test something different. Variants could include the amount of water, the temperature of the water, the amount of solute and the type of solute Ensure the children are clear about how they will record their results and the importance of a fair test.DE lesson 3 DE Lesson 4
	Lesson 5 – How might mixtures be separated? In this lesson, recap on the children's previous investigation and give them the opportunity to explain what factors affect the solubility of solutes? explore different methods for separating mixtures - picking out by hand, sieving, filtering and using a magnet. children to consider 5 different mixtures/solutions and discuss the best way to separate each. Ask the children to attempt to separate the mixtures using their chosen method and record if this was a successful method or if they had to try something different. DE Lesson 5
	Lesson 6 – How do these chemical reactions have an impact on our lives? During this final lesson in the sequence, the children will look at the work of Jamie Garcia a chemist who has created two new materials that are full recyclable and how her current work is looking at how plastics can be reused in different ways so that they don't end up in landfill. Consider other super Scientists who are trying to innovate and save our world. Jamie Garcia
Aspiration	Your key knowledge will help you to be one of the following: Builder, food technician, Maintenance officer, nuclear plant operator.
Scientist	Jamie Garcia - [430135]2._Story_of_Jamie_Garcia_-_A_world_without_plastic.pdf (beecroftacademy.co.uk)

Year Group 5

Term 5

Living things and their habitats

Living things and their habitats | Forces | Properties of materials | Earth & Space | Animals Including Humans

Enquiry Question	Does everything reproduce?
Scientific Enquiry	• To be able to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar, and line graphs. • To be able to record and present findings from enquiries, including conclusions, casual relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
NC Objectives	• Describe the difference in the life cycle of a mammal, an amphibian, an insect and a bird. • Describe the life processes of reproduction in some plants and animals. Understand sexual and asexual reproduction in plants.

Curriculum Coherence

Prior Knowledge

- Identify that most living things live in habitats. Identify and name a variety of plants and animals in their habitats. (Y2)
- Recognise that living things can be grouped in a variety of ways (Y4)
- Explore the use of classification keys to help group and identify (Y4)

Future Learning

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. (Y6)

Give reasons for classifying plants and animals based on specific characteristics. (Y6)

Vocabulary

Living organisms, naturalist, primatologist, metamorphosis, endangered, asexual, reproduction, fertilisation.

High Quality Text

Misconceptions

All living things reproduce the same way.

All living things have the same life cycle.

Assessment/outcomes

Retrieval Practice

Written Task

Online Platform

Year Group 5

Term 5

Living things and their habitats

Living things and their habitats  Forces  Properties of materials  Earth & Space  Animals Including Humans 

Unit Summary: This unit builds on work from previous years and deepens the children's understanding of life cycles, reproduction and animal characteristics. New concepts such as asexual reproduction and metamorphosis are introduced to help the children understand how life cycles are constantly progressing, whilst pre-existing concepts are continually referenced and built upon to aid recall and scaffold learning. A blend of science and creativity will capture the children's imagination during our Mission Assignments, where they will have the opportunity to dissect an egg, pretend to be David Attenborough or Jane Goodall as they research their favourite creature and even create their own reports on world-renowned scientists.	
Knowledge Sequence	Lesson 1 – What are the different types of reproduction? During the lesson the children will start by reviewing the essential components needed to live (MRSNERG). We will focus in on the term reproduction. The children will be asked to consider when they might have come across this term before and the links to plants, animals and mammals. They will then explore the difference between sexual and asexual reproduction.
	Lesson 2 – How do plants reproduce? Within this lesson the children will further explore plants as living things. Ask the children about plants as a living thing. How do we know they are alive? Discuss how plants and animals reproduce. When talking about sexual reproduction in plants, have some examples of real flowering plants (buttercups or lilies) in your classroom for the children to get hands on and see for themselves. Explore the parts of the flower and how they function. DE lesson 2
	Lesson 3&4 – Understand and compare the life cycle of mammals, insects, birds and amphibians? During this lesson the children will discuss the different classifications of mammals and how they reproduce and grow. Ask the children what similarities and differences there are in different mammals. Can they name any? Recall from prior learning that mammals are animals which have fur/hair, are warm blooded and have young that look like them. Discuss the human life cycle - is this the same for all mammals? A bird's life cycle is the same for all birds. Talk through the key sections of a bird's life cycle and stress the point that we don't eat fertilised eggs. DE lesson 3 DE lesson 4
	Lesson 5 – What is metamorphosis? This lesson starts by recapping the 3 types of mammals before explaining the similarities between insect and amphibian life cycles. Discuss insects and ask the children to give you some names of insects they know. Look at the life cycles of an amphibian and an insect. What similarities are there? Discuss metamorphosis with the children and explain that this only happens with some insects and amphibians. DE Lesson 5
	Lesson 6 – What did Jane Goodall discover? This lesson allows the children to discover Jane Goodall who is a British primatologist, anthropologist, and UN Messenger of Peace who is best known for her groundbreaking work with chimpanzees. In 1960, at the age of 26, Goodall travelled to Tanzania to study chimpanzees in their natural habitat. She spent several years living among the chimpanzees, observing their behaviour and developing new insights into primate behaviour and communication. They will produce a presentation about Jane Goodall her life, discoveries and suggest animals that they would like to explore and discover more about. DE Lesson 6
Aspiration	Your key knowledge will help you to be one of the following: Vet, Biologist, Nanotechnologist, Ranger, Conservationist.
Scientist/Historical figure	David Attenborough, Jane Goodall – Conservationist/TV Presentor

Year Group 5

Term 6

Animals including Humans

Living things and their habitats | Forces | Properties of materials | Earth & Space | Animals Including Humans

Enquiry Question	What happens as we get older?		
Scientific Enquiry	• To be able to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar, and line graphs. • To be able to report and present findings from enquiries, including conclusions, casual relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.		
NC Objectives	• Describe the changes as humans develop to old age. Draw timelines to indicate stages in the growth and development of humans. • Describe changes (puberty) and reproduction in some animals. (SRE lessons)		
Curriculum Coherence	**Prior Knowledge** • Notice that animals, including humans, have offspring, which grow into adults (Y2) • Identify that humans and some animals have skeletons and muscles Y3 • Describe the simple functions of the digestive system and teeth (Y4)		**Future Learning** Identify and name the main parts of the human circulator system and describe the functions of the heart, blood vessels and blood. (Y6) **Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Y6)**
	Vocabulary Offspring, foetus, dependent, adolescent, puberty, gestation, pregnant, toddler, prenatal, breeding, embryo, hormones.	**High Quality Text** 	**Misconceptions** All humans develop at the same rate: Puberty is only about physical changes.	**Assessment/outcomes** Retrieval Practice Written Task Online Platform

Year Group 5

Term 6

Animals including Humans

Living things and their habitats  Forces  Properties of materials  Earth & Space  Animals Including Humans 

Unit Summary: This unit 'Animals, including humans' takes children through six lessons where they learn how to: **describe the changes as humans develop to old age.**

Knowledge Sequence	Lesson 1 – What are the stages of the mammal life cycle? During the lesson the children will discover that most mammals have very similar life cycles. They will learn that humans have similar life cycles to other mammals, making comparisons to dogs. Explore the key developments during each of the stages of the human life cycle - foetus, baby, child, teenager/adolescent, adult and old age. DE Lesson 1
	Lesson 2 – Do all mammals take the same periods of time to grow their young? Within this lesson the children will be introduced to the idea that mammals' gestation periods vary greatly - from the North American opossum (12 days) to the elephant (23 months). Explore animals which have longer gestation periods but highlight that these are not mammals. Discuss the possible reasons for why gestation periods vary and why it is important for us to understand the gestation period of mammals, especially with regards to endangered species. DE lesson 2
	Lesson 3 – What are the stages of foetal development? During this lesson the children will discover foetal development and the incredible changes that take place as a foetus grows. Please be sensitive towards your class's experiences surrounding pregnancy. Pregnancy is split into three trimesters. Relate the size of the foetus at the end of each trimester to a fruit/vegetable! DE lesson 3
	Lesson 4 – Do we all grow at the same rate at the same age? This lesson starts by exploring the changes that take place from when a human is a baby to when they are a child and key milestones. Highlight that children all grow and develop at different rates - for example, some children may not crawl before they walk and some may talk earlier than others. With the children, accurately measure a range of hand spans. Discuss how this could be done. The best way would be to accurately mark the tip of the little finger and thumb on a sheet of paper and then measure the distance between them.DE Lesson 4
	Lesson 5 – What changes occur during puberty? This lesson allows the children to discover the fact that their bodies go through many changes during puberty. This is the time when a child's body develops into an adult's body. Explore the changes experienced by boys and girls. The children may wish to make notes throughout the presentation. All discussions should be age appropriate and in line with school guidelines. DE Lesson 5
	Lesson 6 – How do we experience old age? During this final lesson in the sequence, the children will explore some of the changes humans may experience during adulthood and old age. Look at physical changes - such as bones, joints, eyes, skin and hair - as well as changes to the brain and common medical problems. Assess whether these are affected by lifestyle or genetics. DE Lesson 6
Aspiration	Your key knowledge will help you to be one of the following: Doctor, Ambulance worker/paramedic, midwife, biologist, vet, animal care worker.
Scientist/Historical figure	Virginia Apgar – Physician - Virginia Apgar - Students | Britannica Kids | Homework Help