	Physics Unit: Sound What does progression of knowledge look like at St Leonard's?
Year	**Progression of knowledge:**
EYFS	● Explore different musical instruments and the sounds they make, making loud and quiet sounds etc. ● Discuss everyday experiences of sound, sounds pupils like/ dislike, loud and soft/ quiet sounds ● Using experiences of telephones to discuss how sounds are sent and received by our ears and some simple activities to investigate it
4	● Identify how sounds are made, associating some of them with something vibrating ● Recognise that vibrations from sounds travel through a medium to the ear ● Find patterns between the pitch of a sound and features of the object that produced it ● Find patterns between the volume of a sound and the strength of the vibrations that produced it ● Recognise that sounds get fainter as the distance from the sound source increases
5	● Recall the different structures of the ear and the function of each part ● Explain how sound waves can be modelled ● Describe what happens to a sound wave over time ● Calculate the speed of sound in different substances ● Explain what an auditory range is ● Give examples of animals that have large auditory ranges ● Describe how sound can be useful in everyday life
KS3 (NC)	● Frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound ● Sound needs a medium to travel, the speed of sound in air, in water, in solids ● Sound produced by vibrations of objects, in loudspeakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal ● Auditory range of humans and animals ● Pressure waves transferring energy; use for cleaning and physiotherapy by ultrasound; waves transferring information for conversion to electrical signals by microphones