

Biology Progression Document – updated May 2024

National Curriculum statements in red are from other linked topics.

ANIMALS INCLUDING HUMANS				
Year	Topic	NC objectives covered by the topic	Substantive knowledge	Tier 3 Vocabulary
EYFS	All about me	ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of plants and animals.	<ul style="list-style-type: none"> Exploring senses Exploring body parts 	names of animals, jungle, desert, sea, hot, cold, wet, dry, snow, ice, hair (e.g. black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (e.g. blue, brown, green, grey), skin (e.g. black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman
	Colour and pattern		<ul style="list-style-type: none"> How to keep healthy – exercise, food, sleep and keeping clean Sorting foods into healthy and not healthy Labelling the parts of animals (e.g. fish/elephant) 	
Year 1/2	Human body and senses (A)	<ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<ul style="list-style-type: none"> Humans are mammals. The main parts of the human body are head, arms and hands, torso and legs and feet. Humans have five basic senses which help us to make sense of the world around us: sight, touch, hearing, smell and taste. Although humans are all the same generally, they vary in, for example, their skin, hair, eye colour, shoe size and fingerprint. 	brain hearing mammal sight smell taste touch torso
	Animals (vertebrates) (B)	<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, bird, reptiles and mammals. 	<ul style="list-style-type: none"> Vertebrates are animals that have a backbone. There are five vertebrate groups in the animal kingdom – mammals, amphibians, reptiles, birds and fish. 	adult vertebrate amphibian bird mammal fish

		<ul style="list-style-type: none"> Identify and name a variety of common animals that are carnivores, omnivores and herbivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). 	<ul style="list-style-type: none"> <i>Features of reptiles: eggs, claws, teeth, scaly skin and living on land</i> <i>Features of birds: eggs, feathers, beaks, claws and wings.</i> <i>Features of amphibians: eggs, water and land living, changes to them as they grow.</i> <i>Features of fish: water living, scales, gills, teeth, fins and eggs.</i> <i>Features of mammals: hair or fur covering their bodies; give birth to live young; produce milk for their offspring; nurture offspring; look like a younger version of their parent; and range of movement.</i> 	reptile diet carnivore herbivore omnivore
	Growing up (animals and humans) (B)	<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance of exercise, eating the right amounts of different types of food and hygiene. 	<ul style="list-style-type: none"> <i>Animals grow and change throughout their lives.</i> <i>All animals need food, water and air to survive.</i> <i>Humans need to eat food from the four main food groups each day: fruit and vegetables; dairy; meat, fish, pulses and eggs; and starchy foods including bread, potatoes, pasta and rice.</i> <i>Humans needs to stay clean and hygienic to be healthy.</i> <i>Regular physical activity is important for good health.</i> 	Birth healthy hygiene/hygienic life cycle Adult Vertebrate Amphibian Bird Fish Mammal Reptile invertebrate insect survive
	Local habitats (B)	<ul style="list-style-type: none"> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 		
YEAR 3/4	Movement and nutrition for the body (B)	<ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<ul style="list-style-type: none"> <i>The different types of food we eat contain different nutrients. These are useful for our bodies in different ways.</i> <i>A healthy diet contains a balance of different nutrients.</i> <i>Some of the bones in our skeleton protect our vital organs. Other bones provide support so that our body can remain upright.</i> <i>Our joints allow us to move our bones so that our bodies can move.</i> <i>Muscles work in pairs to move the bones in our skeleton.</i> 	calcium carbohydrate cartilage energy exoskeleton fat fibre fluid heart invertebrate joint mineral nutrient organ

			<ul style="list-style-type: none"> • <i>Vertebrate bodies are supported by an internal bony skeleton including a spine (made of many vertebrae).</i> • <i>Invertebrates have no bony skeleton. Vertebrate skeletons all have a spine. The bones vary in size and shape.</i> 	<p>protein ribs skull spinal cord spine sugar tendon vitamin X-ray Vertebrate invertebrate</p>
	<p>Digestion and food chains (B)</p>	<ul style="list-style-type: none"> • identify that humans and some other animals have skeletons and muscles for support, protection and movement • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey 	<ul style="list-style-type: none"> • <i>The digestive system breaks down food we eat into smaller pieces that our body can use for energy and growth and gets rid of waste.</i> • <i>The main parts of the digestive system are the mouth, oesophagus, stomach, small intestine, large intestine, rectum and anus.</i> • <i>Humans have different types of teeth: incisors, canines and molars.</i> • <i>Teeth have different shapes to break up different foods. Incisors are used for cutting food, canines for tearing and molars for grinding.</i> • <i>Food is chemically broken down in the stomach and small intestine, the large intestine absorbs water and the rectum stores poo.</i> • <i>A food chain shows how energy and nutrients pass from one living thing to another as they eat or get eaten by each other.</i> • <i>A producer (a plant) makes the food using water, air and the energy of the sun. This is passed to the consumer (a herbivore) that eats it. It is then passed to any animal (a carnivore) that eats the consumer.</i> • <i>Animals have teeth appropriate to the food they eat. Carnivores have sharp slicing teeth for eating meat. Herbivores have flat topped teeth for crushing plant matter</i> 	<p>Model Anus Canine chemicals decompose digestion extinct food web incisor jaw large intestine mechanical milk teeth molar oesophagus predator prey rectum small intestine stomach Carnivore Consumer Depend Diet Energy food chain fossil habitat herbivore omnivore producer</p>

YEAR 5/6	Human growth (B)	<ul style="list-style-type: none"> Describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> <i>From before they are born to puberty, humans go through distinct periods of development: gestation, infancy and childhood.</i> <i>The female body changes as it goes through puberty, from about age 12. There is a fast period of growth and the changes occur that prepare women to have babies.</i> <i>The male body changes as it goes through puberty, from about age 12. There is a fast period of growth and sexual organs develop.</i> <i>The human body changes as it gets older. The human life cycle has different stages: gestation, infancy, childhood, puberty, adulthood, ageing and death.</i> 	<p>Abdomen Breasts Childhood Genitals Gestation Infancy Menstruation/period Newborn Pregnancy Puberty pubic hair reproduction sweat teenage umbilical cord uterus vagina</p>
	Human circulation (A)	<ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood describe the ways in which nutrients and water are transported within animals, including humans 	<ul style="list-style-type: none"> <i>Blood carries water and nutrients from food that are used for energy, health and growth, around the body.</i> <i>Blood is made up of plasma, red blood cells, white blood cells and platelets.</i> <i>The circulatory system pumps blood from the heart to the lungs, back to the heart and onto the rest of the body in a figure-of-eight system.</i> <i>Blood passes through each side of the heart separately in one circuit.</i> <i>The heart is a muscle. It has two separate sides. One side pumps blood full of oxygen from the lungs, the other side pumps blood with the oxygen used up, from the body.</i> <i>Arteries are blood vessels that carry blood away from the heart.</i> <i>Veins carry the blood from the rest of the body back to the heart. Veins have valves to stop the blood flowing backwards.</i> 	<p>Aorta Arteries Atrium Blood blood vessels capillaries cell deoxygenated blood: hormone oxygenated blood plasma platelets pulmonary artery pulse red blood cells: the valve veins ventricle white blood cells carbon dioxide oxygen organ</p>
	Body Health (A)	<ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	<ul style="list-style-type: none"> <i>A healthy diet helps maintain or improve general health in humans and other animals.</i> <i>When people do not eat a balanced diet they are at risk of malnutrition. Malnutrition can result in unplanned</i> 	<p>Arteries heart rate malnutrition pulse salt</p>

		<p><i>weight loss, muscle loss or vitamin and mineral deficiencies.</i></p> <ul style="list-style-type: none"> • <i>Our pulse increases when we exercise to meet the increased need for oxygen in our muscles.</i> • <i>Regular physical activity prevents obesity; keeps heart, lungs and muscles healthy; increases flexibility and strength; and helps to fight off infections.</i> • <i>Drugs are any substances that alter the way the body works.</i> 	<p><i>veins nutrient carbohydrate fats fibre lungs mineral oxygen protein vitamin</i></p>
	Plant and animal life cycles (B)	<ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals 	
	Classification of living things (B)	<ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. 	

PLANTS

Year	Topic	NC objectives covered by the topic	Substantive knowledge	Tier 3 Vocabulary
EFYS	Come outside!	ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of plants and animals.	<ul style="list-style-type: none"> Planting and growing beans and sunflowers. Naming the parts of a plant. Exploring seeds and matching fruits to their seeds. Finding plant and vegetable words in books. 	tree, bush, herb, names of plants they see/grow
	Identifying plants and their parts (B)	<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees 	<ul style="list-style-type: none"> The names of the parts of a flowering plant that grow above the ground are stem, leaf and flower. Roots grow under the ground and different plants have different roots. Some trees are flowering plants which have roots, stems, leaves and flowers. There are differences between deciduous and evergreen trees. There are similarities and differences between flowering plants. 	Bark roots stem trunk deciduous evergreen flower leaf plant
	Growing seeds and bulbs (A)	<ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. 	<ul style="list-style-type: none"> Germination is when a seed starts to sprout and grow. Seeds need certain conditions to germinate. All require water, some require warmth, and most do not need light. Seeds come in a variety of sizes. The size of the seed does not determine how tall the mature plant that grows from it will be. Mature plants can grow from either seeds or bulbs. 	bulb conditions germinate/germination mature seedling: a young plant flower leaf roots stem seed
	Growing healthy plants (A)	<ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<ul style="list-style-type: none"> Seeds germinate into seedlings and then grow into mature plants. Mature plants need light and water to grow healthily. Different mature plants require different temperatures to grow healthily depending on the type of plant. 	Temperature thermometer bulb conditions germinate/germination: healthy light mature seedling

				soil leaf roots stem seed
	Local habitats (B)	<ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including microhabitats 		
YEAR 3/4	Flowering plants and plant growth (A)	<ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	<ul style="list-style-type: none"> <i>Leaves capture sunlight. The energy from the sunlight is used to produce the plant's food. Some of this food is used to make the plant grow.</i> <i>Roots anchor the plant into the soil. Roots absorb water and minerals from the soil. This water is transported to the leaves and flowers via small tubes within the stem. The stem also provides support for the plant and holds the leaves and flowers up.</i> <i>Leaves have tiny holes in them which allow air into the plant. The energy from the sunlight is used to turn air and water into the plant's food.</i> <i>When plants are overcrowded, they compete with each other for sunlight, water and nutrients. Plants which are able to get more sunlight, water and nutrients will grow faster and bigger than the others.</i> <i>Different plants live in different habitats. Plants are adapted to the habitat that they live in.</i> 	Adaptation Adapted Capture Nutrient anchor Consumer Flower food chain habitat producer roots stem seed
	Flowering plants life cycle (B)	<ul style="list-style-type: none"> explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> <i>The flower produces the plant's seeds.</i> <i>A flower has: a female part (called the carpel) which includes the ovary, which contains ovules; male parts (called stamen) which produce pollen; petals which surround the male and female parts; and sepals which cover the flower when it is in bud.</i> <i>Pollination is when the pollen from one flower is transferred to another flower. Animals, called pollinators, can transfer the pollen.</i> <i>Some flowers' pollen is transferred from one plant to another using the wind.</i> 	Burr carpel dispersal nectar nutrient ovary ovule pollen pollination pollinator ripe scent sepal

			<ul style="list-style-type: none"> • After pollination, a fruit develops from the flower. The ovary swells up and becomes the fruit. Fruits contain at least one seed. • Seeds are moved away from the plant that produced them, and this is called seed dispersal. They are moved away so they do not compete for space, sunlight, water and nutrients. • Seeds are dispersed by wind, water, animals eating fruit, seeds becoming attached to an animal, and through explosions of a seedpod (fruit). 	stamen
	Human impact on the environment (A)	<ul style="list-style-type: none"> • recognise that environments can change and that this can sometimes pose dangers to living things 		
	Classification of plants and animals (B)	<ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 		
YEAR 5/6	Plant and animal life cycles (B)	<ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals 		
	Classification of living things (B)	<ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics 		

SEASONAL CHANGE				
Year	Topic	NC objectives covered by the topic	Substantive knowledge	Tier 3 Vocabulary
EYFS	Let's celebrate	ELG: The Natural World Understand some important processes and changes in the natural world, including the seasons.	<ul style="list-style-type: none"> • Autumn art with autumn leaves, cones etc collected in autumn. • Ongoing discussions of the weather and seasons throughout the year. 	spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, Sun,

		<ul style="list-style-type: none"> To observe changes in trees and plants as the seasons progress. To know about different types of weather. 	<ul style="list-style-type: none"> <i>Outdoor learning – observations of the natural environment, animals, trees and plants – noticing changes to the outside environment throughout the year.</i> 	<i>shadow, shady, clouds, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers</i>
YEAR 1/2	Seasonal changes (A)	<ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe the weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> <i>There are different types of weather: rain, sun, wind, fog, snow, cloudy.</i> <i>There are four seasons across the year. Each season has its own weather patterns and natural events, which happen each year.</i> <i>In autumn, the weather becomes colder, leaves change colour and drop and daylight hours become shorter.</i> <i>Winter is the season that comes after autumn. It has the coldest weather of the year. Some animals hibernate.</i> <i>In spring, the temperature and the number of daylight hours begin to increase, plants begin to grow and hibernating animals emerge.</i> <i>Summer is the warmest season of the year. The sun is highest in the sky in the summer. Many flowering plants produce fruits.</i> 	<i>weather seasons winter autumn summer spring sunrise sunset berry bird bud deciduous evergreen fruit insect leaf nest nut petal plant tree</i>
YEAR 3/4	Light and shadows (B)	<ul style="list-style-type: none"> Recognise light from the sun can be dangerous and that there are ways to protect their eyes 		

LIVING THINGS AND THEIR HABITATS

Year	Topic	NC objectives covered by the topic	Substantive knowledge	Tier 3 Vocabulary
EYFS	All creatures great and small	ELG: The Natural World <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of plants and animals. 	<ul style="list-style-type: none"> <i>Minibeast investigation</i> <i>Minibeast spotting in local school/environment</i> <i>Exploring habitats</i> <i>Lifecycle of a caterpillar</i> 	<i>plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see,</i>

		<ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> <i>Observations of plants and animals</i> <i>Growth and change</i> 	<i>name of a contrasting environment (e.g. beach, forest)</i>
YEAR 1/2	Local habitats (B)	<ul style="list-style-type: none"> Explore and compare the difference between things that are living, dead and have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals using the idea of a simple food chain and identify and name different sources of food 	<ul style="list-style-type: none"> <i>All things are either living, dead or have never been alive.</i> <i>Living things include plants (including seeds) and animals.</i> <i>Things that were once alive include dead animals and plants and parts of plants and animals that are no longer attached.</i> <i>Things made of rock, metal and plastic have never been alive.</i> <i>A habitat provides the basic needs of the animals and plants in it: shelter, food and water.</i> <i>There are different types of habitat. Animals and plants live in a habitat to which they are suited.</i> <i>Animals obtain their food from plants and other animals.</i> <i>Feeding relationships in a habitat can be shown in a food chain</i> 	<i>Alive breathe consumer dead decay decomposer depend food chain habitat never been alive once alive producer shelter survive insect omnivore</i>
	Identifying plants and their parts (B)	<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. 		
	Animals (vertebrates) (B)	<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). 		
	Seasonal changes (A)	<ul style="list-style-type: none"> Observe changes across the four seasons. 		
	Growing up (animals and humans) (B)	<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. 		

YEAR 3/4	Classification of plants and animals (A)	<ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	<ul style="list-style-type: none"> <i>Living things are classified into five groups. These include animals and plants.</i> <i>Classification is the process of grouping living things together based on how they look and how they're related to each other.</i> <i>Vertebrates are classified into five main groups: mammals, fish, amphibians, reptiles and birds. Vertebrates have an internal backbone for support.</i> <i>Invertebrates are classified into three main groups: arthropods, molluscs and annelids.</i> <i>Using branching keys helps us to identify and name familiar and unfamiliar living things.</i> 	<i>branching key annelid arachnid cold-blooded crustacean flowering plant mollusc myriapod non-flowering plant warm-blooded: having classify mammal amphibian bird fish reptile vertebrate invertebrate deciduous evergreen exoskeleton</i>
	Human impact on the environment (A)	<ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things 	<ul style="list-style-type: none"> <i>Litter is things that have been thrown away and that are lying on the ground.</i> <i>Some waste materials can be processed so that they can be reused.</i> <i>Decomposition is when dead plants and animals break down into very small pieces that can be used to help other living things grow.</i> <i>Worms, bacteria and fungi help organic materials to decompose.</i> <i>Some materials including plastics and glass cannot decompose. They are not biodegradable.</i> <i>Pollution is the introduction of non-biodegradable materials into the environment.</i> <i>Pollution can result in habitat destruction and cause harm to animals.</i> 	<i>Biodegradable compost decompose environment filter fungi micro-organism organism pollution non-biodegradable decay decomposer food chain habitat organic recycle soil</i>
	Flowering plants life cycle (B)	<ul style="list-style-type: none"> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 		

	Digestion and food chains (B)	<ul style="list-style-type: none"> Construct and interpret a variety of food chains, identifying producers, predators and prey. 		
YEAR 5/6	Plant and animal life cycles (B)	<ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals 	<ul style="list-style-type: none"> <i>All living things have a life cycle which includes growth and reproduction, eventually ending in death and decay.</i> <i>Most animals reproduce sexually. This involves two parents, a male and a female. The sperm from the male fertilises the female egg inside her body.</i> <i>Female birds lay eggs with hard shells. These may or may not be fertilised. Mammals reproduce by sexual reproduction.</i> <i>Female mammals give birth to live young and produce milk to feed their young. Amphibians reproduce by sexual reproduction.</i> <i>Amphibian females' eggs are fertilised outside her body. Some amphibians go through a process of metamorphosis. The majority of insects go through a process of complete metamorphosis. Some insects go through a process of incomplete metamorphosis.</i> <i>Flowers contain male sex organs called stamens and female sex organs called carpel. Pollen must be moved to a part of the carpel called the stigma for reproduction to take place. This process is called pollination. Seeds are the product of sexual reproduction. The plant that grows from them are not identical to the parent plants.</i> <i>Asexual reproduction creates new plants that are identical to the parents</i> 	Anther Asexual Breeding Embryo Filament Fertilisation Gestation Larva Mate Metamorphosis Ovary Ovule propagation: pupa reproduction seed dispersal stamen stigma style thorax carpel exoskeleton organism pollen pollination vertebrate invertebrate

Classification of living things (B)	<ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics 	<ul style="list-style-type: none"> <i>Living things are classified into five groups, which are called kingdoms. They are plants, animals fungi, protista and monera.</i> <i>Plants are divided into four smaller groups: flowering plants, ferns, mosses and conifers.</i> <i>Animals are divided into two groups: vertebrates and invertebrates.</i> <i>Vertebrates are split into five smaller groups: mammals, birds, amphibians, reptile and fish.</i> <i>Invertebrates are split into five smaller groups: molluscs, arthropods, flatworms, echinodermata and annelids.</i> <i>Arthropods are split into four smaller groups: myriapods, insects, arachnids and crustaceans</i> 	Arthropod arachnid Conifer Fern Monera Kingdom microorganism Moss Mould Protista Spore Taxonomy branching key classify vertebrate invertebrate insect mollusc myriapod organism reproduction species
Evolution and inheritance (B)	<ul style="list-style-type: none"> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 		

EVOLUTION

Year	Topic	NC objectives covered by the topic	Substantive knowledge	Tier 3 Vocabulary
EYFS	All creatures great and small	ELG: The Natural World <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of plants and animals. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> Research features of a dinosaur Fossils and how they are formed 	<i>plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment (e.g. beach, forest)</i>
	Local habitats (B) Growing up (animals and humans) (B)	<ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Notice that animals, including humans, have offspring which grow into adults. 		
YEAR 3/4	Rocks, soils and fossils (A)	<ul style="list-style-type: none"> Describe in simple terms how fossils are formed when things that have lived are trapped within rock. 		
	Human impact on the environment (A)	<ul style="list-style-type: none"> Recognise that environments can change and that this can sometimes pose dangers to living things. 		
YEAR 5/6	Plant and animal life cycles (B)	<ul style="list-style-type: none"> Describe the life process of reproduction in some plants and animals. 		
	Evolution and inheritance (B)	<ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally 	<ul style="list-style-type: none"> <i>A species is a group of organisms that can reproduce and have offspring which can also have offspring.</i> <i>There are similarities and differences between organisms from different species and between individuals of the same species. This is called variation.</i> 	<i>adaptation camouflage evolution extinction inherited migrate offspring natural selection variation adapted</i>

		<p>offspring vary and are not identical to their parents</p> <ul style="list-style-type: none"> • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<ul style="list-style-type: none"> • <i>Any feature of an organism which helps it survive is called an adaptation. Organisms are adapted to live in specific habitats.</i> • <i>If a habitat changes then an animal's adaptations may no longer help it to survive. If all the animals of the same species die out then they have become extinct.</i> • <i>Fossils provide evidence of organisms that lived millions of years ago.</i> • <i>Some of the fossil species became extinct while others evolved into new species.</i> • <i>Over millions of years, many organisms have changed. Evolution is the process where one species develops into another.</i> • <i>Offspring are similar but not identical their parents.</i> • <i>If a habitat changes, those organisms which are best suited to the new habitat are more likely to reproduce. Their offspring are more likely to have the survival adaptations of their parents. This process is called natural selection.</i> • <i>Charles Darwin and Alfred Wallace both proposed a mechanism for evolution which is called natural selection.</i> 	<p><i>fossil habitat organism predator reproduction species</i></p>
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