**Biology KNOWLEDGE AND UNDERSTANDING**

Year 1

|  |  |  |
| --- | --- | --- |
| Animals, including humans  | Plants  | Seasonal changes |
| identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammalsidentify and name a variety of common animals that are carnivores, herbivores and omnivores identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense  | identify and name a variety of common wild and garden plants, including deciduous and evergreen treesidentify and describe the basic structure of a variety of common flowering plants, including trees  | recognise the four seasons: summer, autumn, winter, spring.describe weather associated with the seasons and how day length varies through the yearidentify simple weather – rain, snow, sun, windy recognise that the day is due to the sun , night due to the absence of the sun describe environmental changes linked to the weather explain changes to the pattern of plants and animals  |

**Biology KNOWLEDGE AND UNDERSTANDING**

Year 2

|  |  |  |
| --- | --- | --- |
| Living things and their habitats  | Animals, including humans  | Plants  |
| identify that most living things live in habitats to which they are suited.describe how different habitats provide for the basic needs of different kinds of animals and plants, how animals and plants, depend on each otherrecognise that living things can be grouped in a variety of ways | notice that animals, including humans, have offspring which grow into adults describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)find out about and describe the basic needs of animals, including humans, for survival (water, food and air) | observe and describe how seeds and bulbs grow into mature plants.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 |

**Biology KNOWLEDGE AND UNDERSTANDING**

Year 3

|  |  |  |
| --- | --- | --- |
| Living things and their habitats  | Animals, including humans  | Plants  |
| 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 | 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 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  | identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves, flowers stamen, root hairsexplain importance of plant organs for survival investigate the way in which water is transported within plants 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 plantexplore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal  |

**Biology KNOWLEDGE AND UNDERSTANDING**

Year 4

|  |  |
| --- | --- |
| Living things and their habitats  | Animals, including humans  |
| 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 recognise that environments can change and that this can sometimes pose dangers to living things  | identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and preydescribe the simple functions of the basic parts of the digestive system in humans  |

Science Progression Document

**Biology KNOWLEDGE AND UNDERSTANDING**

Year 5

|  |  |  |
| --- | --- | --- |
| Living things and their habitats  | Plants (see Living things unit) | Animals, including humans  |
| 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  | describe the life process of reproduction in some plants and animals  | describe the changes as humans develop to old ageidentify that humans and some other animals have skeletons and muscles for support, protection and movement |

**Biology KNOWLEDGE AND UNDERSTANDING**

Year 6

|  |  |  |  |
| --- | --- | --- | --- |
| Living things and their habitats  | Plants (see Living things & Evolution and inheritance units) | Animals, including humans  | Evolution and inheritance |
| give reasons for classifying plants and animals based on specific characteristics 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 plantsdescribe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants identify how plants are adapted to suit their environment | recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans identify | identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parentsrecognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago |

*“On our journey of faith, with Jesus as our guide, we share friendship, value learning and show*

*respect for ourselves and others, as we live, learn, play, work and pray together in our community.”*