



| | | | | | ITANCE (E | | <u> </u> | |
|---|---|--------|--|---|---|--------|--|---|
| Progression in Scientific knowledge, concepts & skills | EYFS (Early Learning Goals) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | K53 |
| <u>Concepts</u> Adaptation Variation Changes Evolution Growth Similarity and Difference Working Scientifically | Children know about similarities and difference in relation to places, objects, materials and living things Children talk about features of their own immediate environment and how environments might vary from one another | | 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 (Living things and their Habitats) | Describe in simple terms how fossils are formed when things that have lived are trapped within rock (Rocks) | Recognise that environments can change and that this can sometimes pose dangers to living things (Living things and their Habitats) | | Know 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 (normally different to parents) Know how animals and plants are adapted to suit their environments | Heredity as the process by which genetic information is transmitted from one generation to the next. A simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model. The variation between |





| | Children | | | and that | species and |
|-------------------|--|--|--|------------------|------------------|
| | make | | | | between |
| | | | | adaptation may | |
| | observations | | | lead to | individuals of |
| | of animals | | | evolution | the same |
| | and plants | | | | species means |
| | and explain | | | Darwin | some organisms |
| | why some | | | | compete more |
| | things occur | | | | successfully, |
| | and talk | | | | which can drive |
| | about | | | | natural |
| | changes | | | | selection |
| | ······································ | | | | |
| | | | | | Changes in the |
| | | | | | environment |
| | | | | | may leave |
| | | | | | individuals |
| | | | | | within a |
| | | | | | |
| | | | | | species, and |
| | | | | | some entire |
| | | | | | species, less |
| | | | | | well adapted to |
| | | | | | compete |
| | | | | | successfully and |
| | | | | | reproduce, |
| | | | | | which in turn |
| | | | | | may lead to |
| | | | | | extinction |
| Possible learning | | | | Have we always | |
| questions | | | | , looked like | |
| 1 | | | | this? | |
| | | | | | |
| | | | | Why don't all | |
| | | | | | |





| | | | | Humans look | |
|--|--|--|--|-------------|--|
| | | | | the same? | |
| | | | | | |