

Progression in Biology



VALLEY INVICTA
PRIMARY SCHOOL AT
LEYBOURNE CHASE

Plants

Year 1 - 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.

Year 2

Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Year 3

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore 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.

Year 2
Living, dead and never been alive. Living things live in habitats to which they are suited. Name the living things that live in habitats/micro-habitats and know that they depend on each other. Know that animals obtain food from plants and other animals. Food chains.

Year 6
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

Living Things and Their Habitats

Year 5
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

Year 4
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.

Year 1

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). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

To know that animals including humans have offspring which grow into adults. Find out about the basic needs of animals for survival. Understand the importance of exercise, food and hygiene for humans.

Year 3

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.

Animals Including Humans

Year 6

Identify and name the main parts of the human circulatory system. Describe the functions of the heart, blood vessels and blood. 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. Evolution and inheritance. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Living things produce offspring of the same kind. Offspring vary and are not identical to their parent. Identify animals and plants are adapted to their environment in different ways. Adaptation may lead to evolution.

Year 5

Describe the changes as humans develop to old age. Understand the stages of human development including pregnancy and puberty.

Year 4

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.