



Biology - Living Things and their Habitats progression of substantive knowledge

Statements in red are from linked science units.

Year	Core Knowledge
EYFS	Draw information from a simple map.
	Explore the natural world around them.
	Describe what they see, hear and feel whilst outside.
	Recognise some environments that are different to the one in which they live
KS1 Cycle A	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)
	Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)
	Identify and name a variety of common animals including reptiles, birds and mammals. (Y1 - Animals, including humans)
	Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans)
	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans)
	Observe changes across the four seasons. (Y1 - Seasonal changes)
	Identify and name a variety of plants and animals in their habitats, including microhabitats.
KS1 Cycle B	Explore and compare the differences between things that are living, dead, and things that have never been alive.
	Identify and name a variety of common animals including fish, amphibians, reptiles and mammals. (Y1 - Animals, including humans)
	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.
	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.
	Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans)
Year 3	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)

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.
	Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)
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 6	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.
	Give reasons for classifying plants and animals based on specific characteristics.
	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Y6 - Evolution and inheritance)
	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6 - Evolution and inheritance)