



**Subject: Science (Evolution and inheritance)**

Year Group	What knowledge would we like to know?	What skills would we like to know?	How else could we challenge the pupils?	Vocabulary
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Y1	NOT ON NC FOR THIS YEAR GROUP	<ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways</li> <li>• Use simple equipment to observe closely</li> <li>• Perform simple tests</li> <li>• Identify and classify</li> <li>• Use his/her observations and ideas to suggest answers to questions</li> <li>• Gather and record data to help in answering questions</li> </ul>		
Y2	NOT ON NC FOR THIS YEAR GROUP	<ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum</li> <li>• Use simple equipment to observe closely including changes over time</li> <li>• Perform simple comparative tests</li> <li>• Identify, group, and classify</li> <li>• Use his/her observations and ideas to suggest answers to questions noticing similarities, differences, and patterns</li> </ul>		

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		<ul style="list-style-type: none"> <li>• Gather and record data to help in answering questions including from secondary sources of information</li> </ul>		
<b>Y3</b>	NOT ON NC FOR THIS YEAR GROUP	<ul style="list-style-type: none"> <li>• Ask relevant questions and use different types of scientific enquiries to answer them</li> <li>• Set up simple practical enquiries, comparative and fair tests</li> <li>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• Identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Use straightforward scientific evidence to answer questions or to support his/her findings</li> </ul>		
<b>Y4</b>	NOT ON NC FOR THIS YEAR GROUP	<ul style="list-style-type: none"> <li>• Ask relevant questions and use different types of scientific enquiries to answer them</li> </ul>		

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		<ul style="list-style-type: none"> <li>• Set up simple practical enquiries, comparative and fair tests</li> <li>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• Identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Use straightforward scientific evidence to answer questions or to support his/her findings</li> </ul>		
<b>Y5</b>	Not on NC for this year group, though some teaching will happen.	<ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> </ul>		



		<ul style="list-style-type: none"> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>Use test results to make predictions to set up further comparative and fair tests</li> <li>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul>		
<b>Y6</b>	<ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	<ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>Use test results to make predictions to set up further comparative and fair tests</li> <li>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in</li> </ul>	<p>What is a fossil? How are they formed?</p> <p>Look at the similarities between humans and their offspring. Can you explain differences and similarities? Eg. Pigment.</p> <p>Look closely at a mackerel, what has it developed to survive? Camouflage, speed etc.</p>	<p><b>Y6</b></p> <p>offspring characteristics inherit variation environmental adaptation habitat climate nutrition feature nutrients epiphytes toxic predators pollinate fossil Mary Anning Palaeontologist ichthyosaurus Jurassic coast Charles Darwin evolved extinct natural selection theory ancestor tools primate Homo Sapien Neanderthal</p>

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		<p>results, in oral and written forms such as displays and other presentations</p> <ul style="list-style-type: none"><li>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li><li>• Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources</li><li>• Group and classify things and recognise patterns</li></ul>		
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