



## Biology Unit: Animals including humans

What does progression of knowledge look like at St Leonard's?

Year	Progression of knowledge:
<b>EYFS</b>	<ul style="list-style-type: none"> <li>● Help children to investigate their own signs of life and what we need to be healthy]</li> <li>● Learn about the importance of exercise and healthy/ non-healthy foods, this may include cooking or preparing a healthy snack</li> <li>● Teaching pupils how to wash their hands properly and help children go to the toilet and maintain personal hygiene</li> <li>● know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</li> <li>● Explore what animals are found on a farm which may include a visit to a local farm to see how animals are cared for</li> <li>● Observe chicks incubating and hatching, keeping a diary and discussing what animals need to keep healthy linking to lifecycles (linking with Living Things unit)</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>● Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>● Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>● Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>● Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>● Notice that animals, including humans, have offspring which grow into adults</li> <li>● Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>● Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>● Describe the simple functions of the basic parts of the digestive system in humans</li> <li>● Identify the different types of teeth in humans and their simple functions</li> <li>● Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>● Describe the changes as humans develop to old age</li> <li>● Describe the key stages in the growth and development of humans.</li> <li>● Recall some of the changes experienced in puberty.</li> <li>● Investigate the gestation periods of other animals in comparison to humans including the length and mass</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>● Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>● Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>● Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>
<b>KS3 (NC)</b>	<p><b>Ecosystems</b></p> <ul style="list-style-type: none"> <li>● The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops</li> <li>● the importance of plant reproduction through insect pollination in human food security</li> <li>● How organisms affect, and are affected by, their environment, including the accumulation of toxic materials.</li> </ul> <p><b>Cells and Systems</b></p>

- Recall that cells are the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope
- Describe the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts
- Identify the similarities and differences between plant and animal cells
- Explain the role of diffusion in the movement of materials in and between cells
- Describe the structural adaptations of some unicellular organisms
- Describe the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms.

#### **Muscles and bones**

- The structure and functions of the human skeleton, to include support, protection, movement and making blood cells
- Biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles
- The function of muscles and examples of antagonistic muscles.

#### **Food and nutrition**

- Content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed
- Calculations of energy requirements in a healthy daily diet
- The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases
- The tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)
- The importance of bacteria in the human digestive system
- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

#### **Breathing & respiration**

- The structure and functions of the gas exchange system in humans, including adaptations to function
- The mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume
- The impact of exercise, asthma and smoking on the human gas exchange system

#### **Sexual reproduction in humans**

- In humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

#### **Inheritance, chromosomes, DNA and genes**

- 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
- Differences between species
- The variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation
- The variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural 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
- The importance of maintaining biodiversity and the use of gene banks to preserve hereditary material.