By the end of …	ANIMALS, INCLUDING HUMANS Progression in Key Concepts ...	PoS suggested year
Key Stage 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 1**
	• Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic need of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**Year 2**
Key Stage 2	• 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.	**Year 3**
	• Describe the simple functions of the 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.	**Year 4**
	• Describe the changes as humans develop to old age.	**Year 5**
	• Identify and name the main parts of the human circulatory system, and 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.	**Year 6**

Key Stage 3	**The skeletal and muscular systems** • *Recognise* the structure and functions of the human skeleton, to include support, protection, movement and making blood cells • *Recognise the idea of* biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles • *Recognise* the function of muscles and examples of antagonistic muscles.	**Year 7, 8 or 9**
	Nutrition and digestion • *Recognise the* content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed • *Carry out* calculations of energy requirements in a healthy daily diet • *Recognise* the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases • *Identify* the tissues and organs of the human digestive system, including adaptations to function and *explain* how the digestive system digests food (enzymes simply as biological catalysts) • *Recognise* the importance of bacteria in the human digestive system • *Describe how* plants make carbohydrates in their leaves by photosynthesis and gain mineral nutrients and water from the soil via their roots.	
	Gas exchange systems • *Recognise* the structure and functions of the gas exchange system in humans, including adaptations to function • *Describe* 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 • *Recognise* the impact of exercise, asthma and smoking on the human gas exchange system • *Recognise* the role of leaf stomata in gas exchange in plants.	

	Reproduction
	• *Describe* reproduction 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).	

	Health • *Recognise* the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.	