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English Hubs
St John Vianney English Hub

St John Vianney Catholic Primary School

Seeking Growth Together through Jesus

Science Long Term Plan

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September 2023 to July 2024

Year Group	Scientific enquiry Types	Observing Over Time	Classifying and Grouping	Pattern Seeking	Comparative and Fair Testing	Research using secondary sources
Working Scientifically	<ul style="list-style-type: none"> ● Raising and answering questions ● Observing over time ● Pattern seeking; identifying ● Classifying and grouping ● Comparative and fair testing (controlled investigations); research ● Collecting, analysing and presenting data ● Drawing conclusions 					
Year Group	Subject Focus	TAPs – Browning Apples		Understanding the World (The Natural World)	Personal, Social and Emotional Development	
Reception & Nursery	Key Skills			- Explore the natural world around them, making observations and drawing pictures of animals and plants;	Manage their own basic hygiene and personal needs, including dressing, going to the toilet	
	Knowledge			- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	understanding the importance of healthy food choices	
	Vocabulary/ Terminology			Seasons, spring, summer, autumn, winter, hot, cold, rain, snow, ice, wind, water, pour, drop, same, different, nature, names of animals and some plants	Healthy, good, bad, wash, clean, dirty, fruit, vegetables, meat	
	Curriculum Text Links			Nursery Rhymes – Old MacDonald Hansel and Gretel Jack and the Beanstalk The Rainbow Fish Snail and the Whale Harry and his Bucket of Dinosaurs What ever next – Jill Murphy Dinosaurs love underpants	Gruffolo Crumble The lighthouse Keeper’s Lunch	

	Key People					
	WOW Event/ Visit			Nature Bracelet Seasonal walks – according to weather changes Exploring the properties of water using water tray resources Guinea Pigs in class	Visit from school nurse Make Gruffolo crumble with healthy food	
Year Group	Subject Focus		Seasonal Changes	Plants	Animals inc Humans	Everyday Materials
Year 1	Key Skills		<ul style="list-style-type: none"> ● asking simple questions and recognising that they can be answered in different ways ● observing closely, using simple equipment ● performing simple tests ● identifying and classifying ● using their observations and ideas to suggest answers to questions ● gathering and recording data to help in answering questions 			
	Assessment Skill/ TAPs		TAPs – Seasonal change	TAPs – Leaf look	Design own animal	Post-it design
	Knowledge		<p>ONGOING TOPIC THROUGHOUT THE YEAR</p> <ul style="list-style-type: none"> ● observe changes across the 4 seasons ● observe and describe weather associated with the seasons and how day length varies <p>Our Changing World – Sensing Seasons</p>	<ul style="list-style-type: none"> ● 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 <p>Our Changing World – Plants Plant Detectives</p>	<ul style="list-style-type: none"> -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 <p>Our Changing World: Animal Antics</p> <p>Looking at Animals</p>	<ul style="list-style-type: none"> ● distinguish between an object and the material from which it is made ● identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ● describe the simple physical properties of a variety of everyday materials ● compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Everyday Materials</p>
	Vocabulary/ Terminology		Seasons, changes, autumn, winter, spring, summer, similar, different, temperature, hot, cold, frosty, dry, wet, cloudy, showery, stormy, windy, breeze, snow, fog, waterproof	common, wild, deciduous, evergreen, trunk, branches, leaf, root, bud, flowers, blossom, petal, fruit, vegetable, bulb, seed	fish, amphibians, reptiles, birds and mammals head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth	wood, plastic, glass, metal, rock, hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/ not waterproof; absorbent/ not absorbent; opaque/transparent, brick, paper, fabrics, elastic, foil
	Curriculum Text Links	ADDITIONAL LINKS: Moon Landing - <i>The Darkest Dark</i> - Chris Hadfield	UK (Weather and climate) Funny Bunnies – <i>Rain and Shine</i> - David Melling	Jack and the Beanstalk The Enormous Turnip	The Three Billy Goats Gruff The Tortoise and the Hare The Ugly Duckling	The Three Little Pigs The Princess and the Pea

		Neil Armstrong - Rocket Mole - Matt Carr				
	Key People			<i>George Washington Carver (seeds)</i>	<i>Gerald Durrell (zoo)</i>	
	WOW Event/ Visit		Nature walks/ bracelets	Park walk	Zoo visit	
Year Group	Subject Focus		Plants	Living Things and their habitats	Animals inc Humans	Uses of Everyday materials
Year 2	Key Skills		<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 			
	Assessment Skill/ TAPs		TAPs – Compare growth	TAPS Living things: nature spotters Living and non-living Interpret and report	TAPs – Hand Spans	Materials Waterproof – separating colours Questioning – and ask questions
	Knowledge		<ul style="list-style-type: none"> 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 <p>The Apprentice Gardener</p>	<ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive 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 <p>What is in your habitat? Our Changing World</p>	<ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs 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 <p>Take Care Growing UP</p>	<ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Materials: Good Choices Materials: Shaping Up</p>
	Vocabulary/ Terminology		Water, light, suitable temperature, grow, healthy, germination, reproduction	Living, dead, habitat, micro-habitat, food chain, alive, shelter, seashore, woodland, ocean, rainforest,	Exercise, nutrition, egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog;	Cardboard, squashing, bending, twisting, stretching, uses, suited, solid

				conditions, hot/warm/cold, dry/damp/wet	lamb, sheep, growing baby, toddler, child, teenager, adult	
	Curriculum Text Links	ADDITIONAL LINK: Hodgeheg Dick King Smith	The Tiny Seed Anders Celius	Insect Soup Barry Louis Plisar	Peter Rabbit Beatrix Potter	The Wizard of Oz Rosie Dickins
	Key People			Jane Goodall		John Dunlop Charles MacIntosh
	WOW Event/ Visit		Grow own potatoes and harvest			
Year Group	Subject Focus	Light	Forces and Magnets	Plants	Animals inc Humans	Rocks
Year 3	Key Skills	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 				
	Assessment Skill/ TAPs	• TAPs – Making Shadows	• TAPs – Cars down ramps	• TAPs – Function of stem	• TAPs – Investigating skeletons	• Mary Anning Research
	Knowledge	<ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change 	<ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having 2 poles • predict whether 2 magnets will attract or repel each other, 	<ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the 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 <p>Our Changing World How does your Garden Grow?</p>	<ul style="list-style-type: none"> • 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 <p>Amazing Bodies</p>	<ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter <p>Rock Detectives</p>

			depending on which poles are facing			
	Vocabulary/ Terminology Light, dark, reflect, surface, Natural (star, moon, sun), Artificial (torch, candle, lamp), shadow, dangerous, blocked, solid, protect Can you see me?	Push, pull, twist, force, fast, slow, magnet, attracts, repels, metal, non-metal, north pole, south pole, force The Power of Forces	Structure, function, nutrients, support, requirements, air, needs vary, fertiliser, seed formation	Survive, balanced diet, nutrition, nutrients, fruit and veg, carbohydrates, protein, fibre, sugar, fat, dairy, skeleton, bones, protect, support, move, muscles, joints	Appearance, physical properties, fossils, sedimentary rock, soils, organic matter, grains, crystals	
	Curriculum Text Links Additional link to water cycle - Drop Around the World <i>Barbara Shaw McKinney</i>	The Light in the Night <i>Marie Voigt</i>	What makes a Magnet? <i>Franklin M. Branley</i>	James and the Giant Peach <i>Roald Dahl</i>	The are no Bears in this Bakery <i>Julia Sarcone-Roach</i>	Stone Girl, Bone Girl <i>Lawrence Anholt & Shelia Moxley</i>
	Key People			Gregor Mendel		Mary Anning
	WOW Event/ Visit	Create a shadow puppet show				Create own fossil
Year Group	Subject Focus	Sound	Electricity	Living Things and their Habitats	Animals inc Humans	States of Matter
Year 4	Key Skills	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 				
	Assessment Skill/ TAPs	<ul style="list-style-type: none"> TAPs – Investigating pitch 	<ul style="list-style-type: none"> TAPs – Electricity Conductors 	<ul style="list-style-type: none"> TAPs – Local Environment survey 	<ul style="list-style-type: none"> TAPs – Teeth (eggs) in a liquid 	<ul style="list-style-type: none"> TAPs – Drying Materials
	Knowledge	<ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the 	<ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery 	<ul style="list-style-type: none"> 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 <p>Our Changing World</p>	<ul style="list-style-type: none"> 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 <p>Where does all that food go?</p>	<ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation

		<p>strength of the vibrations that produced it</p> <ul style="list-style-type: none"> recognise that sounds get fainter as the distance from the sound source increases <p>Good Vibrations</p>	<ul style="list-style-type: none"> recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors <p>Switched On</p>	Human Impact		<p>in the water cycle and associate the rate of evaporation with temperature</p> <p>In a State</p>
	Vocabulary/ Terminology	sound, loud, quiet, high, low, repeating, continuous, strike, blow, shake, pluck, vibration, vibrate, solid, gas, volume, fainter, distance, pitch, particles	electricity, mains, plugged in, battery, power, rechargeable, solar, wind up, sound, cell, wire, bulb, bulb holder, buzzer, motor, component, circuit, complete, short circuit, flow, break, connect, disconnect, terminal, positive, negative, switch, conducts, insulates, electron, filament,	Environment, human impact, positive, negative, population, deforestation, nature reserve Human impact	mouth, oesophagus, stomach, small intestine, large intestine, rectum, anus, digestive system, digestion, mechanical process, chemical process, absorb, nutrients, saliva, chemicals, enzyme, teeth, canine, incisor, premolar, molar, jaw, cutting, tearing, grinding, dental hygiene, decay, dentist, brushing, toothpaste, producer, consumer, predator, prey, herbivore, omnivore, carnivore	Ice, melt, freeze, liquid, evaporate, condense, gas, container, heated, cooled, Celsius, thermometer, water vapour
	Curriculum Text Links	The Bear and the Piano <i>David RL Litchfield</i>	Oscar and the Moth <i>Geoff Waring</i>	Walk this Wild World <i>Kate Baker</i>	A Journey Through the Digestive System <i>Emily Sohn</i>	Ice Boy <i>David Ezra Stein</i>
	Key People	Alexander Graham Bell	Benjamin Franklin			Anders Celsius
	WOW Event/ Visit				Create model of the digestive system	Create own water cycle
Year Group	Subject Focus	Earth and Space	Forces	Living Things and their Habitats	Animals inc Humans	Properties and changes in materials
Year 5	Key Skills	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments 				
	Assessment Skill/ TAPs	<ul style="list-style-type: none"> TAPs – Space Research 	<ul style="list-style-type: none"> TAPs – Bridge engineers 	<ul style="list-style-type: none"> Flower modelling 	<ul style="list-style-type: none"> TAPs – Growth survey 	<ul style="list-style-type: none"> TAPs – Nappy Absorbency Mystery substance
	Knowledge	<ul style="list-style-type: none"> describe the movement of the Earth and other planets relative to the sun in the solar system 	<ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity 	<ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird 	<ul style="list-style-type: none"> describe the changes as humans develop to old age 	<ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties,

	<ul style="list-style-type: none"> describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>The Earth and Beyond</p>	<ul style="list-style-type: none"> acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect <p>Feel the Force</p>	<ul style="list-style-type: none"> describe the life process of reproduction in some plants and animals <p>Circle of Life</p>	<p>Reproduction in plants and animals</p>	<ul style="list-style-type: none"> including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda <p>All Change Marvellous Mixtures Everyday Materials Get Sorted</p>
Vocabulary/ Terminology	Arctic, Antarctic, British Summer Time, Earth, Greenwich Meridian, International Date Line, Jupiter, Mars, Mercury, Milky Way, Moon, North Pole, Saturn, South Pole, Sun, Neptune, Universe, Uranus, Venus, asteroid, axis, compass, crescent, dawn, degrees, dusk, equator, equinox, stars, Full Moon, galaxy, gibbous, hemisphere, horizon,	air resistance, balanced, cogs, compress, extend, effort, friction, fulcrum, gravity, gears, lever, lift, machine, mechanisms, Newton meter, pivot, pulley, resistance, rotary motion, force, upthrust, water resistance, weight arm, wheel	Life cycle, reproduction, animal naturalist, animal behaviourist, sexual, asexual, similarities and differences	reproduce, flower, organ, carpel, stamen, pollen, seed head, berry, fruit, pollinator, pollination, fertilisation, propagate, cuttings, runners, tubers, bulbs, gender, male, female, sex, sexual, asexual, metamorphosis, mate, sperm, pregnant, give birth, young, pup, calf, foal, chick, hatch, fledgling	Solubility, transparency, thermal conductivity, solution, separating, filtering, sieving, evaporating, irreversible, reversible, quantitative measurements, chemical

		illuminate, leap year, longitude, meridian, nebula, New Moon, northern, orbit, planet, rotate, solar system, spin, sunrise, sunset, telescope, tilt, time zone, waning, waxing, year				
	Curriculum Text Links	A Place for Pluto Stef Wad & Melanie Demi Curiosity - Markus Motem Counting on Katherine - Helaine Becker Hidden Figures - Margot Lee Shetterly	Equal Smequal Virginia Kroll	Tadpoles Promise Jeanne Willis	Jim and the Beanstalk Raymond Briggs	The Chocolate Touch Patrick Skene Catling
	Key People	Ptolemy Copernicus Maggie Aderin-Pocock (current)	Galileo Newton	David Attenborough Sarah Fowler – marine biologist (current)		Spencer Silver (inventor of post-it)
	WOW Event/ Visit	Create models of planets	Parachute competition	Caterpillars	Create models of flowers	Mystery substance
Year Group	Subject Focus	Light	Electricity	Living Things and their Habitats	Animals inc Humans	Evolution and Inheritance
Year 6	Key Skills	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments 				
	Assessment Skill/ TAPs	● TAPs – Investigating Shadows	● TAPs – Conductive Dough	● SS – Mould Growth	● TAPs – Heart Rate	● TAPs – Fossil Habitats
	Knowledge	<ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	<ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram <p>Danger! Low Voltage</p>	<ul style="list-style-type: none"> 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 <p>The Nature Library</p>	<ul style="list-style-type: none"> 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 <p>Body Pump Body Health</p>	<ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p>Everything Changes</p>

		Light up you world				
	Vocabulary/ Terminology	Light, travels, straight, reflection, mirrors, periscope, rainbow, filters, light source, opaque, transparent, translucent, ultra violet, ray, beam, refraction, periscope, spectrum, dispersion, inverted	current, filament, electrical insulator, electrical conductor, mains electricity, terminal, series circuit, resistance, resistor, generator, coal, gas, oil, fossil fuels, stations, wind turbine, transmission, transformer, solar panels	Micro-organisms, classification, bacteria, fungi, protozoa, algae, viruses, harmful, beneficial (helpful), colony, colonies, mould, multiply	aorta, artery, atrium, blood, blood vessel, body temperature, capillaries, carbon dioxide, cells, chamber, chest cavity, circulation, circulatory system, deoxygenated blood, digestive system, digestive tract, health, heart, heart valves, hydration, lubricant, lungs, muscular system, nutrients, oxygen, oxygenated blood, plasma, platelets, pump, red blood cell, skeletal, system, transport, valve, vein, vena cava, ventricle, vessel, waste, waste gases, white blood cells exercise, pulse rate, drugs, smoking, athletes	population, variation, environment, inheritance, adaptation, selective breeding, generation, survival, natural selection, evolution, genes, genetics, DNA, extinct, extinction, speciation,
	Curriculum Text Links	The Star in the Forest <i>Helen Kellock</i>	Unplugged <i>Steve Antony</i>	Tiny Creatures Below your Feet <i>Berenice Talamantes-Becerra</i>	The Water Princess <i>Georgie Badiel and Susan Verde</i>	Street beneath my feet and What makes me a me? <i>Ben Faulks</i>
	Key People	Alhazen Ernesta Jonkute		Carl Linnaeus		Charles Darwin Alfred Wallace
	WOW Event/ Visit			Cultivating own mould	Heart surgeon seminar Dissection	Fossil dig