

1. The unit of work and the NC

Curriculum goal: The principle focus of science teaching in KS1 is enable pupils to **experience** and **observe** the world around them raising their own questions about what they see.

- 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).

2. Definitions of Knowledge

- 2.1 Substantive knowledge** – for the purposes of the Science POS, this equates to the scientific knowledge and conceptual knowledge set out in the national curriculum. Substantive knowledge is the product of science. This type of knowledge can typical be described as ‘I know that...’
- 2.2 Procedural knowledge** is the knowledge exercised in the performance of a task. This type of knowledge can typical be described as ‘I know how to...’
- 2.3 Disciplinary knowledge** – for the purposes of the Science POS, this equates to the ‘working scientifically’ section of the National Curriculum. This section sets out what pupils need to know about how science establishes and refines scientific knowledge.
- 2.4 Disciplinary knowledge is often composite** in nature in that they are tasks or skills that require a number of building blocks of component knowledge in order to perform them. These components can be substantive knowledge and / or procedural knowledge.

3. Previous learning pre-requisite to teaching the unit

- 3.1 From Reception ‘Knowledge of the World’ SOL
- Life cycle of a frog – school pond
 - Component 2
- 3.2 From Year 1 Maths SOL
- Component etc
- 3.3 Retention of prior knowledge to be checked prior to the unit of work using a retrieval quiz

4. Substantive knowledge to be learnt to answer key scientific questions

4.1 Key Scientific questions to be answered:

Animals including humans				
Animals		Eating		Senses
				
What is an animal?	Why would being rooted to the ground like a plant be a problem for an animal?	What are the similarities and differences between animals from different species?	What foods to local birds prefer?	Is your hearing better with your eyes closed?

4.2 New learning - pupils should be taught (key knowledge in bold):

Critical knowledge that will be recalled at regular intervals in bold. Knowledge not in bold is needed to support disciplinary skills.

- **Animals move freely, eat other living things and need water, air and shelter to survive.**
- **An animal is not a plant, it does not make food from the sun and is not rooted to the ground.**
- **Mammals are warm blooded, have skin, hair and fur, give birth to young and breathe air.**
- **Birds are warm blooded, have feathers, beaks and wings, lay hard eggs and breathe air.**
- **Birds can fly due to the shape of their wings and air sacs in their body that make them light.**
- **Large flightless birds** (Ostrich, Emu, rhea, Cassowary); **lack muscles for flight and their wings are not big enough to support body.**
- **Birds diet varies depending on species; most birds eat bird seed, insects, plants, fruit, pollen or nectar.**
- **Local garden birds can eat black sunflower seeds, soaked sultanas, bird seed and pinhead oatmeal.**
- **Unusual species of birds include the Helmeted Hornbill (very large bird), Marabou Stork (wading bird), Kakapo (nocturnal, flightless parrot).**
- **Amphibians (e.g. frog, toad) are cold blooded, have slimy skin, lay soft eggs, breathe underwater and then air.**
- **Reptiles (e.g. snakes, lizards) are cold blooded have fins and scales, lay soft eggs in water. Breathe oxygen from air**
- **Names of a variety of common animals including fish (salmon, trout), amphibians (frog, newt), reptiles (gecko, crocodile), birds (robin, owl) and mammals (dog, cat).**
- **Observable features of animals (how many legs, tail or no tail, fur)**
- **Different species of animals have similarities and differences e.g. how they move, the types of food they eat**
- **Carnivores only eat other animals and no plants.** Carnivores hunt for prey in their habitat.
- **Carnivores skulls have common features; eyes more likely to point forward; have all four types of teeth (incisors, canines, premolars and molars) canines at front of mouth for piercing and holding prey.** Examples include lion, crocodile and orca.
- **Herbivores only eat plants and not animals.** Herbivores search for plants to eat in their habitat.
- **Herbivore skulls have common features; eye sockets side of the head; just 2 or 3 types of teeth.** Teeth for grinding surfaces; flattened molars smooth and flat, reduced or no canines, large gap between incisors and premolars. Examples include deer, koala, giraffe and elephant.
- **Omnivores eat both plants and animals.** Examples include pig, humans and hedgehogs.
- **Humans can make choices about diet; vegan, vegetarian, dairy free**
- **Whales are mammals.** They live in the water, but breathe air through lungs, have warm blood and give birth to live young
- **Humans are mammals and are part of the animal kingdom**
- **Reptiles, such as snakes, do have skeletons. They are not like worms.**

5. Working scientifically (disciplinary knowledge – this type of knowledge can be procedural and / or substantive)

5.1 In addition to being taught the substantive knowledge above, children will use scientific enquiry (disciplinary knowledge) to gain an understanding of how science generates scientific knowledge of the material world (substantive knowledge).

The disciplinary skills that children are taught in primary school broadly fall into four categories:

- Methods to answer scientific questions
- Apparatus and techniques, including measurement
- Analysis, presentation and evaluation of scientific data to draw conclusion
- The development of scientific knowledge over time

5.2 In KS1, this will focus on:

Methods to answer scientific questions:	Apparatus and techniques, including measurement:	Analysis, presentation and evaluation of scientific data to draw conclusion:	Use of secondary sources
• asking simple questions and using scientific enquiry to answer them • identifying and classifying	• recording data • observing closely using simple equipment e.g. hand lenses, egg timers, magnifying glasses • observing changes over a period of time • carrying out simple comparative tests	• gathering and recording data including drawing diagrams, making tables and charts • noticing patterns, comparing and contrasting • grouping and classifying things • using observations and ideas to suggest answers to questions	• Using secondary sources of information such as books, photographs and videos

5.3 Working scientifically

- Substantive knowledge and disciplinary knowledge are carefully paired in the teaching activities. This should facilitate the implementation of the NC principle that ‘working scientifically is always taught through, and clearly related to, the teaching of substantive science (knowledge)’.
- Typically, substantive knowledge should be taught first, before disciplinary knowledge is taught and the children work scientifically.
- It is important to consider the distinction between using disciplinary knowledge as a pedagogical approach and how this is different to explicitly teaching the components of disciplinary knowledge.
- For example, the teacher may strengthen the learning of substantive knowledge by **demonstrating** disciplinary knowledge as pedagogical approach e.g. measuring the length of the stems of two plants to address the misconception that the size of the seed or bulb determines relative size of the plant (see teaching activity 1 below).

Teaching the disciplinary skill of observing changes by using equipment to measure growth needs to be broken down into component knowledge including knowledge of measurement, making comparisons and variables

6. Teaching Sequence

6.1 Overview of key substantive conceptual knowledge	6.2 Working wall (exemplify) / knowledge organiser
1. NC overarching objective/s: - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets. To achieve the above, the following conceptual knowledge is taught through the teaching sequence: - What an animal is - There are different types of animals - Birds, amphibians, reptiles, fish and mammals are examples of different types of animals - We can use characteristics of animals to classify what type of animal they are 2. NC overarching objective/s: - Identify and name a variety of common animals that are carnivores, herbivores and omnivores To achieve the above, the following conceptual knowledge is taught through the teaching sequence: - What a carnivore is - What an herbivore is - What an omnivore is	The diagram illustrates the classification of animals based on their characteristics. It starts with a central box 'Animals' which branches into three main categories: 'What is an animal?', 'Examples of different types of animals', and 'Grouping animals'. Each category further branches into specific sub-categories with their respective characteristics. What is an animal? - Move freely - Eat other living things - Need water - Does not make food from sunlight Examples of different types of animals - Birds - Amphibians - Reptiles - Fish - Mammals - Humans are animals Grouping animals - Herbivores - warm blooded - feathers, beaks wings - lay eggs with hard shell - breathes oxygen from air - Carnivores - cold blooded - slimy skin - lays soft eggs - breathes oxygen under water and then from air - Omnivores - cold blooded - scaly skin - lays eggs with shells - breathes oxygen from air

Unit focus: Observing closely using simple equipment.

Substantive knowledge to be taught:

- Observation is a fundamental skill required by scientists
- Point in time observation – looking at the structure of a leaf
- Observations over time – the growth of a plant
- In science, we can use all senses when observing
- A magnifying glass is a lense that makes things appear bigger than they are.

Working scientifically – What can you see with a magnifying glass that you cannot see with the naked eye?

Disciplinary knowledge to be taught:

Apparatus and techniques, including measurement:

observing closely using simple equipment e.g. hand lenses, egg timers, magnifying glasses

Padagogy: [Year 1\Strong-Start-Science-Observation-KS1-Autumn-Cycle-1-1-1.pdf](#)

7. Units of work – What is an animal? 7.1 Animals – What is an animal? Substantive knowledge to be taught: - Animals and plants are both living things - Animals move freely, eat other living things and need water, air and shelter to survive. - An animal is not a plant, it does not make food from the sun and is not rooted to the ground. - Different species of animals have similarities and differences e.g. how they move, the types of food they eat Pedagogy - Show pupils close-up images of some animals from different groups which show a recognisable characteristic of each, e.g. a bird (feathers) etc. Ask what they think each species is and encourage them to justify their ideas. Reveal the full image. - Can pupils describe these different groups in one word? (Teaching point – they are all animals) - Pupils describe a day in their lives. What do they do every day that is essential? Show a video of animals in action from a range of major groups. - Exemplify movement, eating and drinking (include species from land, sea and air). - Ask pupils to say 'stop' when they observe an animal doing something they do, e.g. eating. - Establish that humans are animals too. Link to the characteristics on the Knowledge Note. - Show the children a number of pictures of animals moving (without telling them) this is the common factor. - The children describe what is happening in the group of pictures and establish with the teacher the animals are all moving. - Show the children a number of pictures of animals eating other living things (without telling them) this is the common factor. - The children describe what is happening in the group of pictures and establish with the teacher the animals are all eating other living things. - Show the children a number of pictures of animals drinking water (without telling them) this is the common factor. - The children describe what is happening in the group of pictures and establish with the teacher the animals are drinking water. Note to the children that animals can also get water from their food. - Teach the children that plants make their own food whereas animals have to eat other living things. - Teach the children that plants cannot move on their own whereas animals can move freely. - Teach the children that animals need water to survive (a connection can be made to this characteristic being shared with plants). - Teach the children animals breath in oxygen from the air. 7.2 Working scientifically – answering scientific questions using substantive knowledge Use their substantive knowledge to put forward ideas to answer scientific questions: Why would being rooted to the ground like a plant would be a problem for an animal? Substantive knowledge to be taught: - As above in 6.1 Disciplinary knowledge to be taught: - To apply their substantive knowledge (of animal characteristics) to answer scientific questions - Teaching questions: What could animals not do if they were rooted to the spot?	
8. Unit of work - There are different types of animal 8.1a Types of animals - Birds Substantive knowledge to be taught: - Birds are warm blooded, have feathers, beaks and wings, lay hard eggs and breathe in oxygen from the air. - Birds can fly due to the shape of their wings and air sacs in their body that make them light. - Large flightless birds (ostrich, emu, rhea, cassowary); lack muscles for flight and their wings are not big enough to support body. - Birds diet varies depending on species; Birds diet varies depending on species; most birds eat bird seed, insects, worms, plants, fruit, pollen or nectar . Some birds eat other animals. - Local garden birds can eat black sunflower seeds, soaked sultanas, bird seed and pinhead oatmeal. - Different species of animals have similarities and differences e.g. how they move, the types of food they eat Names of a variety of well-known birds e.g. robin, owl, crow, seagull, ostrich, emu, penguin Pedagogy (one teaching input session) The purpose of the teaching input is to equip children with the knowledge that they will need to classify the species against other species learnt: - Show the pictures of a variety of well-known birds e.g. robin, owl, crow, seagull, ostrich, emu, penguin - Explore feathers and their qualities - Teach the purposes of wings (some birds can fly due to the shape of their wings and air sacs in their body which make them light and some birds are flightless) - Teach what a beak is and how they are used - Handle different eggs so that they know there are many varieties and teacher brings attention to the hardness and strength of the shell - Introduce the concept of warm blooded and cold blooded animals (dogs and snails could be used as common examples children are familiar with). Birds are warm blooded. - Introduce the idea that birds breath in oxygen from the air Summarise the characteristics of birds 8.1b Working scientifically - What foods do local birds prefer? Substantive knowledge to be consolidated through the enquiry: - Local garden birds can eat black sunflower seeds, soaked sultanas, bird seed and pinhead oatmeal. - Birds diet varies depending on species; most birds eat bird seed, insects, worms, plants, fruit, pollen or nectar. Some birds eat other animals. Pedagogical approach - The <u>teacher demonstrates</u> using scientific enquiry to ask a question and sets up a fair test (this is a pedagogical approach and children are not intended to carry a fair test – children will record data and use their observation to answer the enquiry question). - The enquiry question is: what food do local birds prefer? - The teacher carries out the fair test using the substantive knowledge 'local garden birds can eat black sunflower seeds, soaked sultanas, bird seed and pinhead oatmeal'. Disciplinary knowledge - Gather and record data on which foods, put out for birds, are being consumed. - Record the data in a simple table and / or chart. - Use the recorded data to answer the question 'What foods do local birds prefer?'	

8.2 Types of animals - Amphibians									
Substantive knowledge to be taught:									
- Amphibians (e.g. frog, toad) are cold blooded, have slimy skin, lay soft eggs, breathe underwater and then air. - Names of a variety of well-known amphibians e.g. frog, toad, newts, salamander									
Pedagogy (one teaching input session)									
The purpose of the teaching input is to equip children with the knowledge that they will need to classify the species against other species learnt:									
- Show the pictures of a variety of well-known amphibians e.g. frog, toad, newts, salamander - Reinforce the concept that some animals are cold blooded such as snails and worms. Introduce the fact that amphibians are cold blooded. - Look at the habitats of amphibians and where they lay their eggs. Teach as larvae (e.g. tadpoles), amphibians can breathe underwater but most amphibians lose their ability to breathe entirely underwater when they become adults and then breathe in oxygen from the air. - Explore the qualities of amphibians' skin and that they need to live near water so that their skin does not dry out (also make the connection that they lay their eggs in water). - Look at amphibian eggs and compare their features to the eggs of birds previously handled. - Summarise the characteristics of amphibians.									
8.3 Types of animals – Reptiles									
Substantive knowledge to be taught:									
- Reptiles (e.g. snakes, lizards) are cold blooded have fins and scales, lay soft eggs in water and breathe oxygen from air - Reptiles, such as snakes, do have skeletons. They are not like worms. - Grass snakes and slow worms (lizard not a snake) are reptiles that live in the UK. - Names of a variety of well-known reptiles e.g. snakes, lizards, crocodile, alligator									
Pedagogy (one teaching input session)									
The purpose of the teaching input is to equip children with the knowledge that they will need to classify the species against other species learnt:									
- Show the pictures of a variety of well-known reptiles e.g. snakes, lizards, crocodile, alligator - Possibly see a live reptile e.g. gecko (to be risk assessed) - Reinforce the concept that some animals are cold blooded such as snails, worms and frogs. Introduce the fact that reptiles are cold blooded. - Look at reptile eggs and their features. Compare their eggs to those of amphibians and birds. - Explore the qualities of reptiles' skin. - Introduce the idea that reptiles breath in oxygen from the air									
Summarise the characteristics of amphibians.									
8.4 Types of animals – Fish									
Substantive knowledge to be taught:									
- Fish are cold blooded have fins and scales, lay soft eggs in water and breathe underwater. - Fish breathe in oxygen underwater and cannot breathe on land. - Names of a variety of well-known fish e.g. salmon, trout, sharks, catfish, clownfish (as in the film Nemo)									
Pedagogy (one teaching input session)									
The purpose of the teaching input is to equip children with the knowledge that they will need to classify the species against other species learnt:									
- Show the pictures of a variety of fish. - Possibly have a whole fish from a fishmonger available for children to see and touch (risk assessed) - Look at fish eggs and their features. Compare their eggs to those of amphibians, reptiles and birds. Which eggs are they most similar to? What do the habitats have common? - Explore the qualities of the fish's skin. Which other species skin is it similar to? - Reinforce the concept that some animals are cold blooded such snakes and frogs. Introduce the fact fish reptiles are cold blooded. - Introduce the idea that fish breathe in oxygen from the water.									
Summarise the characteristics of fish.									
8.5a Types of animals – Mammals									
Substantive knowledge to be taught:									
- Mammals are warm blooded, have skin, hair and fur, give birth to live young and breathe air. - Female mammals produce milk for their young. - Humans are mammals and are part of the animal kingdom - Names of a variety of well-known mammals – cats, mice, whales, bats, cows, lions, elephants, monkeys, humans									
Pedagogy (one teaching input session)									
The purpose of the teaching input is to equip children with the knowledge that they will need to classify the species against other species learnt:									
- Show the pictures of the mammals named above. - Look at pictures of new-born mammals. - Use hand lenses to look at the features of human skin. - Introduce the idea that mammals breathe in oxygen from the air. - Summarise the characteristics of mammals.									
8.5b Working scientifically - Classifying which animals are mammals?									
Substantive knowledge to be consolidated:									
Names of a variety of well-known mammals									
Disciplinary knowledge									
- Notice the characteristics of a mammal (already taught e.g. mouse) to identify other animals with similar characteristics (e.g. a rat). - Use secondary sources of information to find out whether the animals that they have identified are mammals. - Record findings in a simple table – mammal, not a mammal.									
9. We can use characteristics of animals to classify what type of animal they are									
9.1 Working scientifically activity – Grouping animals and classifying their species									
Substantive knowledge to be consolidate through working scientifically:									
- Mammals are warm blooded, have skin, hair and fur, give birth to young and breathe air. - Reptiles (e.g. snakes, lizards) are cold blooded have fins and scales, lay soft eggs in water and breathe in oxygen from the air.									
How to record findings in a simple table									
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	Similar to a frog								
Mouse		Different to a frog							

- Amphibians (e.g. frog, toad) are cold blooded, have slimy skin, lay soft eggs, breathe underwater and then air. - Birds are warm blooded, have feathers, beaks and wings, lay <u>hard</u> eggs and breathe air. Working scientifically by answering scientific questions – What are some of the similarities and differences between animals from different species? Disciplinary knowledge to be taught: - How to notice and compare the characteristics of given animals (mouse, frog, snake, owl, salmon). - How to record findings in a simple table 9.2 Working scientifically activity – Group animals and classifying their species Pedagogy - Teacher led whole class activity - Consolidate the knowledge of what characteristics make an animal a mammal - Assess and classify a range of different animals against these criteria - Record in a table using ✓ or x - Repeat the above, using different animals, for birds and reptiles. - Give the children another groups of animals and ask them to decide whether or not they are amphibians Disciplinary knowledge to be taught: - Group species of animals through their characteristics - Assess the characteristics of humans to prove that a human is an animal and a mammal	<table><tr><td></td><td>Similar to a frog</td><td>Different to a frog</td></tr><tr><td>Snake</td><td></td><td></td></tr><tr><td></td><td>Similar to a snake</td><td>Different to a snake</td></tr><tr><td>Owl</td><td></td><td></td></tr></table>		Similar to a frog	Different to a frog	Snake				Similar to a snake	Different to a snake	Owl																									
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10. What is a carnivore is... a herbivore... an omnivore 10.1 Carnivores - Carnivores only eat other animals and no plants. Carnivores hunt for prey in their habitat. - Carnivores skulls have common features; eyes more likely to point forward; have all four types of teeth (incisors, canines, premolars and molars) canines at front of mouth for piercing and holding prey. Examples include lion, crocodile and orca. 10.2 Herbivores - Herbivores only eat plants and not animals. Herbivores search for plants to eat in their habitat. - Herbivore skulls have common features; eye sockets side of the head; just 2 or 3 types of teeth. Teeth for grinding surfaces; flattened molars smooth and flat, reduced or no canines, large gap between incisors and premolars. Examples include deer, koala, giraffe and elephant. 10.3 Omnivores - Omnivores eat both plants and animals. Examples include pig, humans and hedgehogs. - Humans can make choices about diet; vegan, vegetarian, dairy free 10.4 Working scientifically activity - identifying differences between the skulls of herbivores and carnivores Substantive knowledge used as the basis for the lesson: - Carnivores only eat other animals and no plants - Herbivores only eat plants and not animals. Herbivores search for plants to eat in their habitat. - Omnivores eat both plants and animals. Examples include pig, humans and hedgehogs. - Herbivore skulls have common features; eye sockets side of the head; just 2 or 3 types of teeth. Teeth for grinding surfaces; flattened molars smooth and flat, reduced or no canines, large gap between incisors and premolars. Examples include deer, koala, giraffe and elephant. Disciplinary knowledge to be taught: - Use their observations to compare and contrast herbivore and carnivore skulls and suggest which group the skull belongs to Pedagogical approach - Use secondary sources, e.g. pictures, to look at animals that are carnivores. - Discuss and identify common features of carnivores. - Use secondary sources, e.g. pictures, to look at animals that are omnivores. - Discuss and identify common features of omnivores. - Compare the features of omnivores and omnivores. - Look at the skulls of omnivores and carnivores without identifying which is which (use pictures if skulls are not available). - Children identify and classify which skulls belong to the carnivore group and which skulls belong to the omnivore group using their substantive knowledge. - Teacher then models using the substantive knowledge to check the classifications. 11. What makes me an animal? What senses do I have?																																				

11.1 What can a baby calf do soon after birth?

Substantive knowledge to be taught

- Mammals are warm-blooded, have skin, hair and fur, give birth to young and breathe air.
- Humans – warm blooded, skin, hair, born live and breathe air
- We can see – eyes
- We can hear – ears
- We can smell – nose
- We can taste – tongue
- We can feel – touch

Pedagogy

- Show pupils images of four different mammals, including humans
- ask them to identify the animal group that the creatures belong to.
- Revisit the checklist on the Knowledge Note from Lesson 2 to prove they are mammals.
- Reinforce that humans are mammals.
- Then show a video clip of a calf (for example) soon after birth. <https://www.youtube.com/watch?v=EIXRM79kMkQ>
- Draw two columns: Can do / Can't do and compare the calf to a new-born human based on what is observed or known by pupils, e.g. a calf can walk soon after birth but a baby can't.
- Compare and discuss this, connecting it to pupils' knowledge of the stages of human development.

11.2 Which of our senses is most important to us?

Substantive knowledge to be taught

See 11.1

- Write the name of each sense on separate pieces of card and give a set of these to each group.
- Ask pupils to discuss then rank the senses from most important to least important by arranging the cards.
- When they have reached a final ranking, justify it to another group.

11.3 Working scientifically – Is your hearing better with your eyes closed?

Substantive knowledge to be taught

See 11.1

Disciplinary Knowledge

Methods to answer scientific questions:

- asking simple questions and using scientific enquiry to answer them
- carrying out simple comparative tests

Pedagogy

- Pose the question: Is your hearing better with your eyes closed?
- Share ideas and predictions.
- Ask pupils how they could find out – **would it be appropriate to observe using a magnifying glass for example?** *(It is important for pupils to think about the best way to answer scientific questions)*
- Decide together on a way to answer this question *(for example you could stand a certain distance away and listen to music with eyes open / eyes closed)*
- Take a photo of eyes open / eyes closed
- Children write a reflection in their books.

Vocabulary

- o blood
- o senses
- o young
- o feathers
- o fur
- o scales
- o breathe
- o oxygen
- o mammal
- o amphibian
- o reptile
- o herbivore
- o carnivore
- o omnivore

Misconceptions

Whales are fish

Humans are not animals we are people

Reptiles don't have skeletons