Progression of Skills: Science

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	• I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • I can identify and describe the basic structure of a variety of common flowering plants, including trees.	• I can observe and describe how seeds and bulbs grow into mature plants. • I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • *I can identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 – Living things and their habitats)*	• I can identify and describe the functions of different parts of flowering plants: roots, stem, trunk, leaves and flowers. • I can explore the requirements of plants for life and growth and how they vary from plant to plant. • I can investigate the way in which water is transported within plants. • I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	• *I can recognise that living things can be grouped in a variety of ways. (Y4 – Living things and their habitats)* • *I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 – Living things and their habitats)* • *I can recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 – Living things and their habitats)*	• *I can describe the life process of reproduction in some plants and animals. (Y5 – Living things and their habitats)*	• I can describe the reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal. • I can conduct quantitative investigation of some dispersal mechanisms. • *I can 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. (Y6 – Living things and their habitats)* • *I can give reasons for classifying plants and animals based on specific characteristics. (Y4 – Living things and their habitats)*
Plants – key vocabulary	Leaves, flowers, blossom, petals, fruit, roots, bulb,	Damp, wet, dry, dark, light, die, fully grown,	Absorb, air, fertiliser, fertilisation, flowering,			

Progression of Skills: Science

	seed, trunk, branches, stem, deciduous, evergreen, plant, tree.	germinate, germination, grow, growth, healthy, hot, warm, cool, cold, light, mature plants, seedling, shoot, soil, survival, temperature, use comparatives e.g. hotter, water, wither, limp.	fruit, function, germination, insect pollination, life cycle, minerals, non-flowering, nutrients, part, pollen, pollination, reproduction, role, seed dispersal, seed formation, soil, structure, transportation, wind pollination.			
Animals, including humans	• I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. • I can describe and compare the structure of a variety of common animals. E.g. fish, amphibians, reptiles, birds and mammals, including pets. • I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	• I notice that animals, including humans, have offspring which grow into adults. • I can find out about and describe the basic needs of animals, including humans, for survival. E.g. water, food and air. • I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • *I can 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. (Y2 – Living*	• I can 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. • I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.	• I can describe the simple functions of the basic parts of the digestive system in humans. • I can identify the different types of teeth in humans and their simple functions. • I can construct and interpret a variety of food chains, identifying producers, predators and prey.	• I can describe the changes as humans develop to old age. • *I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 – Living things and their habitats)* • *I can describe the life process of reproduction in some plants and animals. (Y5 – Living things and their habitats)*	• I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • I can recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function. • I can describe the ways in which nutrients and water are transported within animals, including humans. • *I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-*

Progression of Skills: Science

		things and their habitats)				*organisms, plants and animals. (Y6 – Living things and their habitats)* • *I can give reasons for classifying plants and animals based on specific characteristics. (Y6 – Living things and their habitats)*
Animals – key vocabulary	Amphibians, badger, beak, birds, blackbird, calf, carnivores, cat, chicken, claw, clownfish, cod, cow, deer, donkey, duck, elephant, environment, feathers, fin, fish, fox, frog, fur, giraffe, goat, guinea pig, habitat, hamster, herbivores, horse, koi, lion, mammals, monkey, mouse, newt, omnivores, ostrich, penguins, pets, pigeon, reptiles, robin, scales, shark, sheep, snakes, sparrow, squirrel, starling, swan, tail, tiger, blue tit, toad, trout, trunk, tuna, wild animals, wing, zebra.	Adults, air, babies, baby, toddler, child, teenager, balanced, basic needs, bread, rice, potato, pasta, breathing, change, child, clean, dairy, drugs, exercise, fats, food, food types, foods high in fat or sugar, fruit and vegetable, germs, grow, healthy, hygiene, meat, fish, egg, beans, medicine, milk and dairy foods, offspring, older, younger, survival, teenager, toddler, unhealthy, wash, water, young.	Ankle, backbone, ball and socket joints, bones, brain, collar bone, contract, endoskeleton, exoskeleton, external skeleton, hinge joints, joints, knee cap, movement, muscles, pelvis, protection, relax, ribs, skeleton, skull, sockets, spine, vertebra, support, tendons, vertebrate, invertebrate, balanced diet, carbohydrates, dietary fibre, nutrients, nutrition, protein, proteins, vitamins and minerals.	Anus, blood, blood vessels, canines, carbon dioxide, carnivore, cavities, circulatory system, consumer, cutting, dentine, diet, digestion, digestive system, enamel, exercise, faeces, fluoride, grinding, gums, heart, herbivore, incisor, intestine, large intestine, lifestyle, lungs, molar, mouth, nerves, oesophagus, gullet, omnivore, oxygen, plaque, predator, pre-molar, prey, producer, pulp cavity, pumps, rectum, rip, tear, chew, grind, cut, saliva, small intestine, stomach, swallowing, teeth, tongue, tooth decay, water.	Adolescent, adult, baby, birth, death, elderly, embryo, fertilisation, gestation, growth, internal, fertilisation, life cycle, live birth, live young, mammal, ovary, puberty, reproduction, sexual reproduction, teenager, toddler.	Absorbed, arteriole, artery, blood, blood vessels, capillary, carbon dioxide, circulatory system, deoxygenated blood, diet, exercise, heart, heart rate, ingested, lifestyle, lungs, oxygen, pumps, red and white blood cells, vein, water.
Living things and their habitats	• *I can identify and name a variety of common wild and*	• I can identify that most living things live in habitats to	• I can explore the part that flowers play in the life cycle of	• I can recognise that living things can be	• I can describe the differences in the life cycles of a mammal,	• I can describe how living things are classified into broad

Progression of Skills: Science

	garden plants, including deciduous and evergreen trees. (Y1 – Plants) • *I can identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 – Plants)* • *I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 – Animals including humans)* • *I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 – Animals including humans)* • *I can describe and compare the structure of a variety of common animals. E.g. fish, amphibians, reptiles, birds and mammals, including pets. (Y1 – Animals including humans)* • *I can observe changes across the*	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. • I can identify and name a variety of plants and animals in their habitats, including microhabitats. • I can 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. • *I notice that animals, including humans, have offspring which grow into adults. (Y2 – Animals including humans)*	flowering plants, including pollination, seed formation and seed dispersal. (Y3 – Plants)	grouped in a variety of ways. • I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • I can recognise that environments can change and that this can sometimes pose dangers to living things. • I can construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 – Living things and their habitats)	an amphibian, an insect and a bird. • I can describe the life process of reproduction in some plants and animals.	groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • I can give reasons for classifying plants and animals based on specific characteristics. • *I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Y6 – Evolution and Inheritance)* • *I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6 – Evolution and Inheritance)*

Progression of Skills: Science

	four seasons. (Y1 – Seasonal change)					
Living things in their habitats – key vocabulary		Adaptation, alive, basic needs, carnivore, characteristics, conditions, damp, wet, dry, dark, light, dead, deciduous, depend, meadow, pond, woodland, stony path, under bushes, under log, environment, evergreen, feed, food, food chain, grassland, grow, habitat, offspring, young, babies, herbivore, hot, warm, cold, cool, life processes, light, living, non-living, micro habitat, move, never been alive, ocean, omnivore, pond, rainforest, reproduce, seashore, shelter, sound, suited, suitable, touch, hotter, wetter, woodland.		Animal, vertebrate, invertebrate, fish, amphibian, reptile, bird, mammal, insect, arachnid, plant, flowering, non-flowering, environment, deforestation, classification, key, moss, fern, organism. .	Stigma plantlets e.g. spider plant, runners e.g. strawberry plant, mammal, amphibian, insect, bird, fish, reptile, eggs, live young, life cycle, reproduction, sexual, asexual, germination, pollination, seed formation, seed dispersal, pollen, stamen.	Amphibians, animals, annual, arachnid, bacteria, biennial, birds, classification, cold-blooded, crustacean, fish, fungi, fungus, insects, invertebrates, keys, kingdoms, laying eggs, live birth, mammals, micro-organisms, mollusc, mushrooms, organism, perennial, plants, reptiles, vertebrates, warm-blooded, worms.
Everyday materials and states of matter	• I can distinguish between an object and the material from which it is made. • I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	• I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • I can find out how the shapes of solid objects made from	• *I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Y3 – Rocks)* • *I can describe in simple terms how fossils are formed when things that*	• I can compare and group materials together, according to whether they are solids, liquids or gases. • I can observe that some materials change state when they are heated or cooled, and measure or research the	• I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, electrical and thermal conductivity and response to magnets.	N/A

Progression of Skills: Science

	• I can describe the simple physical properties of a variety of everyday materials. • I can compare and group together a variety of everyday materials on the basis of their simple physical properties.	some materials can be changed by squashing, bending, twisting and stretching.	*have lived are trapped within rock. (Y3 – Rocks)* • *I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet. (Y3 – Forces and Magnets)* • *I can identify some magnetic materials. (Y3 – Forces and Magnets)*	temperature at which this happens in degrees Celsius (°C). • I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • I can recognise some common conductors and insulators, and associate metals with being good conductors.	• I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • I can demonstrate that dissolving, mixing and changes of state are reversible changes. • I can 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	

Progression of Skills: Science

					action of acid on bicarbonate of soda.	
Everyday materials – key vocabulary	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, property, physical properties, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, opaque, transparent.	Absorbent, bend, bending, ceramic, changed, characteristics, cold, compare, cotton, dull, fabric, flexible, squeeze, squeezing, glass, group, hard, hardest, hot, manufactured, material, metal, non-reflective, opaque, plastic, property, pull, pulling, push, pushing, reflective, rigid, rough, rubber, strength, safe, shape, shiny, stretch, stretching, smooth, soak up, soft, squash, squashing, stretchy, strong, weak, strongest, suitable, unsuitable, translucent, transparent, twist, twisting, use, useful, waterproof, wood, wool.		Air, boil, boiling point, carbon dioxide, carbon monoxide, change state, condense, condensation, cooled, cooling, crystals, degrees Celsius, dissolve, evaporate, evaporation, examples of solids, liquids, gases, filter, freeze, fuel, gas, grain, granular, heated, heating, helium, ice, water, steam, insoluble, liquid, melt, melting point, methane, mix, mixture, molten, natural gas, nitrogen, odour, oxygen, pour, powder, precipitation, properties, separate, sieve, solid, solidify, soluble, solution, states of matter, suspension, temperature, thermometer, transpiration, undissolved, water cycle, water vapour.	Attract, burning, carbon, Celsius, change of state, chemical change, clear, cloudy, condensing, degrees, dissolve, effervescent, electrical conductivity, electrical insulation, evaporating, filtering, freezing, gas, heating, impurity, insoluble, insulate, irreversible, liquid, magnetic, melting, metal, mix, mixture, mixing, new material, particle, plastic, precipitate, product, pure, reaction, repel, residue.	
Seasonal changes	• I can observe changes across the four seasons. • I can observe and describe weather associated with the seasons and how day length varies.	N/A	• *I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 – Light)*	N/A	• *I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 – Earth and Space)*	• I can talk about the seasons and the Earth's tilt, day length at different times of year and in different hemispheres.

Progression of Skills: Science

Seasonal changes – key vocabulary	Spring, Summer, Autumn, Winter, weather, changes, warm, cold, sun, snow, fog, wind, rain, hail, sleet, mist.					
Rocks	• *I can distinguish between an object and the material from which it is made. (Y1 – Everyday materials)* • *I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 – Everyday materials)* • *I can describe the simple physical properties of a variety of everyday materials. (Y1 – Everyday materials)* • *I can compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 – Everyday materials)*	• *I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 – Uses of everyday materials)*	• I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. • I can recognise that soils are made from rocks and organic matter.	N/A	N/A	• *I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Y6 – Evolution and Inheritance)*
Rocks – key vocabulary			Absorb water, absorbent, basalt, boulder, chalk, chalky soil, clay, clay soil, cliff, crystals, drainage, erosion, fossils, grains,			

Progression of Skills: Science

			granite, hard, soft, hardness, igneous, let water through, limestone, man-made, manufactured, marble, metamorphic, mineral, mountain, natural, particles, peat, pebble, permeable, impermeable, plant matter, porous, quarry, quartz, rock, sand, sandstone, sandy soil, sedimentary, separation, slate, soil, soil type, stone, surface, texture.			
Light	• *I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 – Animals, including humans)* • *I can describe the simple physical properties of a variety of everyday materials. (Y1 – Materials)*	N/A	• I recognise that I need light in order to see things and that dark is the absence of light. • I notice that light is reflected from surfaces. • I recognise that light from the sun can be dangerous and that there are ways to protect my eyes. • I can recognise that shadows are formed when the light from a light source is blocked by an opaque object. • I can find patterns in the way that the size of shadows change.	N/A	• *I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, electrical and thermal conductivity, and response to magnets. (Y5 – Properties and changes of materials)*	• I can recognise that light appears to travel in straight lines. • I can 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. • I can 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. • I can use the idea that light travels in straight lines to

Progression of Skills: Science

						explain why shadows have the same shape as the objects that cast them.
Light – key vocabulary			Absorb, block, bright, brighter, brightest, candle, dangerous, dark, darkness, day, dim, direct, direction, highest, light, light beam, light source, light travels, longest, mirror, names of light sources, night, opaque, protection, reflect, reflective, shadow, shadow, shortest, sun, surface, torch, translucent, transparent, UVA, UVB.			Absorption, angle, coloured filters, eye, lenses, mirror, periscope, prism, rainbows, spectrum, straight.
Forces and magnets	N/A	• *I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 – Uses of everyday materials)*	• I can compare how things move on different surfaces. • I notice that some forces need contact between two objects, but magnetic forces can act at a distance. • I can observe how magnets attract or repel each other and attract some materials and not others. • I can compare and group together a variety of everyday materials on the	N/A	• I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • I can recognise that some mechanisms, including levers, pulleys and gears,	N/A

Progression of Skills: Science

			basis of whether they are attracted to a magnet, and identify some magnetic materials. • I can describe magnets as having two poles. • I can predict whether two magnets will attract or repel each other, depending on which poles are facing.		allow a smaller force to have a greater effect.	
Forces and magnets – key vocabulary		Bend, squeeze, push, pull, stretch, twist.	Air resistance, aluminium, attract, attraction, bar magnet, brass, button magnet, contact force, copper, direction, distance, fast, faster, force, force meter friction, gravity, high friction, horseshoe magnet, iron, low friction, magnet, magnetic force, magnetic material, metal, Newton meter, Newtons, non-contact force, non-magnetic material, non-slip surface, north pole, poles, pull towards, push away from, repel, ring magnet, rough surfaces, slide, sliding, slow, slower, smooth surfaces, south pole, spin, steel, streamlined, strength,		Air resistance, at rest, balance, drag forces, Earth, falls, floats, force, friction, gears, gravitational attraction, gravity, levers, magnetic force, mass, mechanisms, moving surfaces, Newton, pulleys, ramps, springs, stationary, still, transference, transfers, up thrust, water resistance, weight, force meter, Newton meter.	

Progression of Skills: Science

			stretch, twist, water resistance.			
Sound	• *I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 – Animals, including humans)*	N/A	N/A	• I can identify how sounds are made, associating some of them with something vibrating. • I can recognise that vibrations from sounds travel through a medium to the ear. • I can find patterns between the pitch of a sound and features of the object that produced it. • I can find patterns between the volume of a sound and the strength of the vibrations that produced it. • I can recognise that sounds get fainter as the distance from the sound source increases.	N/A	N/A
Sound – key vocabulary				Bang, blow, decibels, direction, ear, ear canal, ear drum, echo, fainter, further away, hard, high, instrument, insulation, loud, louder, loudness, low, muffle, music, nearer, noise, note, percussion, pitch, pluck, quieter, quiet, quietness,		

Progression of Skills: Science

				rattle, ring, shake, silence, soft, solid, liquid, gas, sound, sound source, sound wave, soundproof, strength of vibration, strings, tension, tight, travel, tuned instrument, tuning, vibrate, vibration, volume, whisper, woodwind.		
Electricity	N/A	N/A	N/A	• I can identify common appliances that run on electricity. • I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • I can 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. • I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	N/A	• I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on or off position of switches. • I can use recognised symbols when representing a simple circuit in a diagram.

Progression of Skills: Science

				• I can recognise some common conductors and insulators, and associate metals with being good conductors.		
Electricity – key vocabulary				Cell, wire, bulb, bulb holder, circuit, buzzer, motor, complete, break, metal, component, short circuit, terminal, battery holder, bright, brighter, brightest, circuit diagram, closed circuit, open circuit, connect, connection, crocodile clip, dim, electricity, insulate, conduct, leads, light, loose connection, mains, plastic, plug, positive, negative, power, safety, series circuit, socket, switch, column, wire, battery, complete circuit, flow, property, electrical.		Cell, wire, bulb, bulb holder, circuit, buzzer, motor, complete, break, metal, component, short circuit, terminal, battery holder, bright, brighter, brightest, circuit diagram, closed circuit, open circuit, connect, connection, crocodile clip, dim, electricity, insulate, conduct, leads, light, loose connection, mains, plastic, plug, positive, negative, power, safety, series circuit, socket, switch.
Earth and Space	• *I can observe changes across the four seasons. (Y1 – Seasonal changes)* • *I can observe and describe weather associated with the seasons and how day length varies. (Y1 – Seasonal changes)*	N/A	N/A	N/A	• I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • I can describe the movement of the Moon relative to the Earth. • I can describe the Sun, Earth and Moon	N/A

Progression of Skills: Science

					as approximately spherical bodies. • I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	
Earth and space – key vocabulary					Dwarf planet, astronomical clocks, axis, block, celestial body, comet, direction, Earth, Earth's rotation, east, galaxy, geocentric model, gravitational force, heliocentric model, hemisphere, highest, Jupiter, light travels, light year, lunar calendar, Mars, Mercury, meteor, moon, Neptune, night and day, north, orbit, phases of the moon, planets, Pluto, relative to, revolve, rotate, rotation, Saturn, shadow, shadow clocks, shortest, solar system, south, sphere, spherical, spin, sun, sundials, sunrise, sunset, time zones, Uranus, Venus, west.	
Evolution and inheritance	N/A	• *I can identify that most living things live in habitats to which they are suited and describe how*	• *I can describe in simple terms how fossils are formed when things that have lived are*	• *I recognise that environments can change and that this can sometimes pose dangers to living*	• *I can describe the life process of reproduction in some plants and animals.*	• I recognise that living things have changed over time and that fossils provide information about

Progression of Skills: Science

		different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (Y2 – Living things and their habitats) • *I notice that animals, including humans, have offspring which grow into adults. (Y2 – Animals, including humans)*	*trapped within rock. (Y3 – Rocks)* • *I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 – Rocks)*	*things. (Y4 – Living things and their habitats)*	*(Y5 – Living things and their habitats)*	living things that inhabited the Earth millions of years ago. • I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Evolution and inheritance – key vocabulary						Adapted, adaption, advantages, artificial selection, characteristics, competition, difference, disadvantages, environment, environmental conditions, evolution, features, fossil records, fossils, habitat, identical, inherit, inheritance, natural variation, non-identical, offspring, similarities, suited, suitable, survival, vary, variation.