

# Knowledge Organiser

Science Year 1 Autumn 2

Trees  
(structure, deciduous and evergreen)

## Previous learning:

- Exploring the natural world, growing cress (EYFS – Spring 2)

### Key Vocabulary

fruit  
roots  
trunk  
branch  
evergreen  
deciduous  
oak  
horse chestnut  
pine

### Objectives

*taken from Progression Document*

Identify and name a variety of deciduous and evergreen trees.

Identify and describe the basic structure of a variety of trees.

### Key Knowledge

Name and identify evergreen trees in the local area such as a holly tree and a pine tree.

Name and identify deciduous trees such as an oak tree and a sycamore tree.

Identify the basic structure of a tree, identifying the twigs, bark, branches etc.

Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring.

### Extended Knowledge

**Compare and contrast how trees change over time. Look at similarities and differences between trees and plants.**

## Working Scientifically

### TAPS Assessment

#### **Plant Structure**

Observing closely

Concept context

Identify and group/sort leaves based on learning throughout the topic – deciduous and evergreen.

#### Possible opportunities:

Observing over time

- Observe a tree through the year.

Pattern seeking

- Based on observations, encourage children to identify patterns e.g. after comparing the size of leaves on different plants, children may suggest “bigger plants have bigger leaves.”

Researching

- Use secondary sources to name plants (including trees) based on observations of leaves, seeds, flowers, buds, and bark (Leafsnap UK on Apple App Store, SEEK INaturalist on google play and Apple App Store, textbooks, Woodland Trust resources).