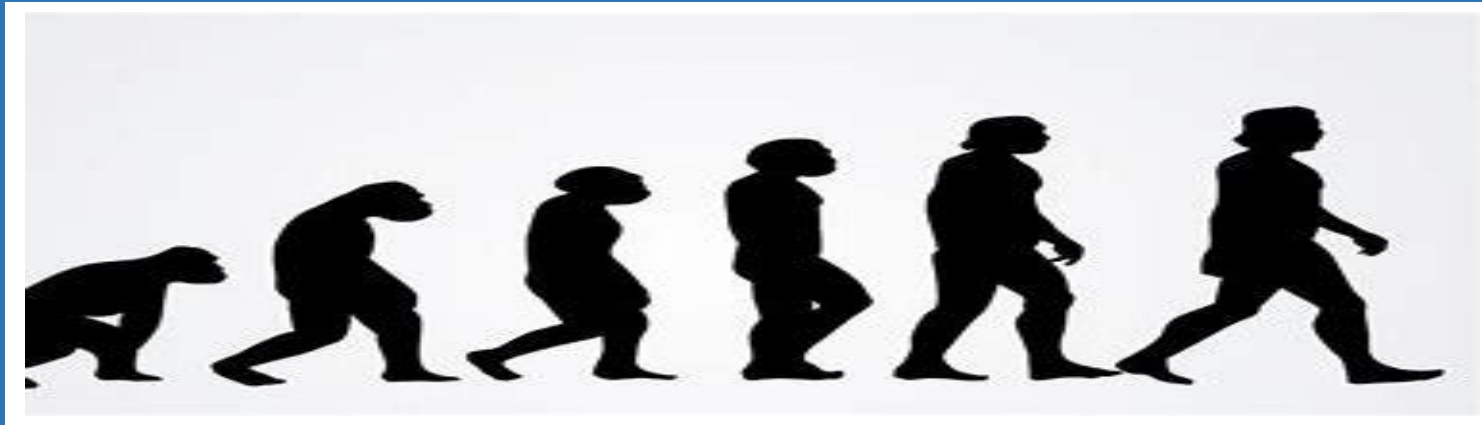


Topic Title: Evolution and Inheritance Year 6 Term Spring 2



Key question?

How did we all begin?

Skills Taught:

- 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. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

Immersion Activity/Provocation:

Mantle of the Expert- research in teams-adaptation of a plant or animal.

Big Questions:

What are the key characteristics of living things?

What are the advantages/disadvantages of certain characteristics?

How does a fossil help us to understand evolutionary relationships?

How have living things changed over time?

How have certain plants and animals adapted to suit their environment?

Topic Title: Evolution and Inheritance

Enquiry Question: How did we all begin?

Focus Texts:



Challenge for All:

	<u>Skills and Knowledge</u>
Some children will:	<ul style="list-style-type: none">• Identify how humans resemble their parents in many features.• Identify how animals and plants are suited to and adapt to their environment in different ways.• Record research of increasing complexity using scientific diagrams and labels.• Report and presenting findings from enquiries.• Identify scientific evidence that has been used to support or refute ideas or arguments
Most children will:	<ul style="list-style-type: none">• Identify how plants and animals, including humans, resemble their parents in many features.• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.• Identify how animals and plants are suited to and adapt to their environment in different ways.• Record research and results of increasing complexity using scientific diagrams and labels and classification keys.• Report 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.• Identify scientific evidence that has been used to support or refute ideas or arguments.
Some children will progress further and will:	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <ul style="list-style-type: none">• 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.• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Enrichment/Outdoor Learning:

Launch topic with Fat Boy Slim video (Right Here, Right Now)

Mantle of the expert-research and describe how particular animal has adapted to its environment.

Design a landscape for the future/design a human for the future .

Previously on....(Links to prior learning)

Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time.

Key Vocabulary:

Offspring, characteristics, variation, inheritance, environmental, adaptation, natural selection, evolution theory, fossils

Cross-curricular links:

Biographical writing- Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

Celebration of knowledge and skills gained (opportunities for assessment):

Create a landscape for the future. 'Guess who?' competition 'Hands on' experience of fossils.

Non-fiction texts: