



Sustainability

Subject: Science
 Year group: 6
 Term: Summer
 Unit name: Evolution and Inheritance
 Strand: Biology

Prior Knowledge - 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. (Y2 - Living things and their habitats)
 Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans)
 Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants) Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks)
 Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats) Describe the life process of reproduction in some plants and animals. (Living things and their habitats - Y5)

Key Vocabulary:
 Offspring, sexual reproduction, vary, variation, characteristics, suited, adapted, environment, inherited, species, fossils, adaptation, acquired characteristic, inherited characteristic, gene, natural selection, artificial selection.

Key scientists:
 Charles Darwin



Suggested books:
 The Molliebird
 Moth



National curriculum:







- 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.







Working scientifically:

- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and 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

C	H
Compassion	Hope
<p>When Jesus arrived, he saw a large crowd. He felt sorry for them and healed those who were sick.</p> <p>Matthew 14:14</p>	<p>I say this because I know what I have planned for you," says the Lord. "I have good plans for you. I don't plan to hurt you. I plan to give you hope and a good future.</p> <p>Jeremiah 29:11</p>

Key learning objectives

Knowledge	Working Scientifically	Scientific Enquiry
To understand that fossils provide information about living things that inhabited the Earth millions of years ago.	To use ideas from secondary sources to support my ideas.	To identify scientific evidence that has been used to support or refute ideas or arguments 
To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	To raise questions about a range of phenomena	To talk about and explain my research using scientific knowledge and understanding 
To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	To identify patterns which can be found in natural environments 
To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	To focus on scientific reasons for overall patterns rather than comparisons.	To draw valid conclusions when sorting and classifying. 
To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	To use scientific diagrams and labels to explain abstract concepts.	To present my findings including explanations in oral and written forms. 
To recognise that normally offspring vary and are not identical to their parents inheritance.	To describe and evaluate my own and other people's scientific ideas supported by evidence.	To look for patterns when considering variation. 

Scientific Enquiry Key	Comparative / fair testing Changing one variable to see its effect on another, whilst keeping all others the same. 	Pattern-seeking Identifying patterns and looking for relationships in enquiries where variables are difficult to control. 
	Research Using secondary sources of information to answer scientific questions. 	Identifying, grouping and classifying Making observations to name, sort and organise items. 
	Observation over time Observing changes that occur over a period of time ranging from minutes to months. 	Problem-solving Applying prior scientific knowledge to find answers to problems. 

Assessment- Key indicators:
 Can explain the process of evolution.
 Can give examples of how plants and animals are suited to their environment.
 Can give examples of how an animal or plant has evolved over time e.g. penguin, peppered moth.
 Give examples of things that lived millions of years ago and the fossil evidence to support this.
 Can identify where offspring are not identical to their parents.