

ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN



TOPIC TITLE/SUBJECT: Science – Evolution and Inheritance

YEAR GROUP: 6

TERM: Autumn

<p>Vocabulary.</p> <p style="color: red;">Species, environment, adaptation, cycle, offspring, camouflage, reproduction, evolution, predators, inheritance, fossils, natural selection, survival of the fittest, natural selection</p>	<p>Skills <i>Enquiry and working scientifically skills (UKS2)</i></p> <ul style="list-style-type: none"> plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs use test results to make predictions to set up further comparative and fair tests report and present 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 Identify scientific evidence that has been used to support or refute ideas or arguments. 	<p>What we already know</p> <p>As part of their general knowledge, some children may know some basic concepts about ‘evolution’ including...</p> <ul style="list-style-type: none"> Different ‘types’ of animal have different variations (e.g different breeds of dog) Children often look like their parents or develop similar features. <p><u>KS2 knowledge</u></p> <ul style="list-style-type: none"> Y3/A1 – Rocks – Fossils are the remains of creatures that once lived. Who was Mary Anning? Y5/Su – Living things produce offspring, reproduction methods and gestation periods of animals including humans, how humans change over time.
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<p>Illustration</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Living Things</th> <th style="width: 15%;">Habitat</th> <th style="width: 15%;">Adaptive Traits</th> </tr> </thead> <tbody> <tr> <td>polar bear </td> <td>arctic </td> <td>Its white fur enables it to camouflage in the snow.</td> </tr> <tr> <td>camel </td> <td>desert </td> <td>It has wide feet to make it easier to walk in the sand.</td> </tr> <tr> <td>cactus </td> <td>desert </td> <td>It stores water in its stem.</td> </tr> <tr> <td>toucan </td> <td>rainforest </td> <td>Its narrow tongue allows it to eat small fruit and insects.</td> </tr> </tbody> </table>	Living Things	Habitat	Adaptive Traits	polar bear 	arctic 	Its white fur enables it to camouflage in the snow.	camel 	desert 	It has wide feet to make it easier to walk in the sand.	cactus 	desert 	It stores water in its stem.	toucan 	rainforest 	Its narrow tongue allows it to eat small fruit and insects.	<p>Application</p> <p>Outcomes</p> <ul style="list-style-type: none"> Designing a new animal species and explaining features and adaptations <li style="color: green;"><i>Outdoor learning – adaptations in local environment</i> <li style="color: green;"><i>Peppered moth</i> Exploring inherited traits through a range of ‘cross-breeds’ Explanation of how the Earth has changed over time. Research Charles Darwin’s’ theory of evolution Animal adaptations (survival of the fittest) <div style="text-align: right;"> </div>	<p>Concepts</p> <ul style="list-style-type: none"> Evolution is an understanding based on scientific theory and evidence from the past Inheritance is the passing on of features to offspring in all living things Adaptation supports survival and evolution Living things change over time
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Other/Cross -Curricular links with English/Maths/Adaptation for SEND
 SEND – (word banks, differentiated tasks, adult support, use of iPads for research etc)
 RE – Views on how the world was created

