

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: Science Year Group: Year 6		Area of learning: Evolution and Inheritance
Links to previous work/Remember when	<ul style="list-style-type: none"> • In Year 3, when children described fossils in simple terms and when they learnt fossils are formed when living things are trapped within rock. • In Year 5, children learnt about the differences in life cycles between mammals, amphibians, insects and birds. • They also learnt about reproduction in some plants and animals. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • being able to ask and investigate relevant scientific questions; • setting up simple scientific enquiries; • making systematic and careful observations; • gathering, recording and presenting data; • reporting on findings both oral and written; • using results to draw simple conclusions • using straight forward scientific evidence to support what they have found out. 	
Term	Year 6	Key Skills to be taught
Summer 2022 What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inherited 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 adaption may lead to evolution. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • plan different types of scientific enquiries about local animals and how they are adapted to their environment, including recognising and controlling variables where necessary • Compare how some living things are adapted to survive in extreme environments, e.g. cactuses, penguins and camels • take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • record results using scientific diagrams and labels • 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 • vi. identify scientific evidence that has been used to support or refute ideas or arguments 	

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Vocabulary

Offspring, characteristics, vary/variation, inherit/inheritance, environmental variation, Suited/suitable, environment, natural selection, fossils, theory, opinion, cladogram, evolution.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>Recognise that offspring are the same kind as their parents but normally vary from them.</p> <p>Jugs (breeding information) from www.pets4homes.co.uk</p>
2	<p>Recognise that individuals in a population can lead to them being more or less successful in a given environment. Recognise that over a long time scale this can lead to evolution of a population.</p> <p>Who was Darwin? from www.pbslearningmedia.org Plants in their natural environment (download PDF or Zip) from www.saps.org.uk Teacher's notes from www.wildwoodtrust.org</p>
3	SATS week – no science teaching this week
4	<p>Identify how animals and plants are adapted to suit their environment in different ways. Recognise that living things have changed over time, generally very slowly and over many generations.</p> <p>Adaptation of plant life to extreme cold temperatures from www.bbc.co.uk How are camels adapted to live in the desert? from www.bbc.co.uk Animal & plant adaptations and behaviours from www.bbc.co.uk</p>
5	<p>Recognise that fossils provide information about the living things that inhabited the Earth millions of years ago as well as a record of how things have changed over time.</p> <p>Charles Darwin and the tree of life Sir David Attenborough Mammal tree, American Museum of Natural History from https://research.amnh.org How to build a cladogram from www.YouTube.com The evolution of flight in birds, Berkeley Natural History Museums from www.ucmp.berkeley.edu Evolution of whales, Smithsonian National Museum of Natural History from http://ocean.si.edu</p>
6	<p>Assessment Week</p> <p>Tinga Tinga, tales of Africa - Why giraffe has a long neck? from www.YouTube.com Why giraffes have long necks from www.bbc.co.uk Just So stories from www.gutenberg.org</p>

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Learning Outcome/product

Children should be able to explain how for example, what happens when Labradors are crossed with poodles in terms of the characteristics of their parents. They should also be able to explain how giraffes' necks got longer – in terms of the survival of the fittest and evolution over long periods of time.
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Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question
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E.g. How have animals like the giraffe changed over long periods of time?
