Th

Questions:

How have living things changed over time?

How do we know?

How has life evolved over time?

What is DNA and what does it do?

Are all offspring identical to their parents?

Darwin and Wallace-what evidence did they share to argue the case for evolution?

Survival of the fittest-how have animals adapted and evolved to suit their environment?

**Big Ideas/Substantive Concepts**

Change over time

Biological change

Theories of evolution

Pupils should be taught to:

* 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

**Key Vocabulary**

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| --- | --- |
| **Tier 2** | **Tier 3** |
| characteristics | evolve |
| adaptation | survival |
| acquire | species |
| theory | clone |
| modify | inherit |
| generation | fossil |
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Year 6: Evolution and Inheritance

**Resources:** [CUSP curriculum](https://www.unity-curriculum.co.uk/history/history-ks2/) and [Curriculum vision](https://www.curriculumvisions.com/indexHistory.html) resources for online non-fiction texts

Making connections to prior learning

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| Year 3: Rocks Year 5: Properties and changes of materials  Year 4: Water Cycle (Geography). Year 6: Classification  Year 5: Life Cycles and reproduction  Year 5: Animals, including humans |

Working Scientifically

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| Plan enquiries, including recognising and controlling variables where necessary | Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work | Take measurements, using a range of scientific equipment, with increasing accuracy and precision | Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models |
| Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions | Present findings in written form, displays and other presentations | Use test results to make predictions to set up further comparative and fair tests | Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments |

**Outdoor Learning Opportunities**

Alfresco Learning: UKS2 - Working Scientifically