



Vocabulary I need to know

Offspring,	the <u>young</u> of an <u>animal</u>
vary,	If things of the same <u>type</u> vary, they are different from each other
characteristics,	a <u>typical</u> or <u>noticeable quality</u> of someone or something
sexual reproduction,	the <u>method</u> of <u>producing plants, animals, and people</u> in
suited,	<u>right</u> for someone or something
adapted,	(of a <u>living</u> thing) <u>able</u> to <u>exist</u> in a <u>particular environment</u> because of <u>changes</u> that have <u>happened</u> to it over <u>time</u>
environment,	the <u>air, water, and land</u> in or on which <u>people, animals, and plants live</u>
inherited,	to be <u>born</u> with the same <u>physical</u> or <u>mental characteristics</u> as one of <u>your parents</u> or <u>grandparent</u>
species,	a set of <u>animals</u> or <u>plants</u> in which the <u>members</u> have <u>similar characteristics</u> to each other and can <u>breed</u> with each other
fossils	the <u>shape</u> of a <u>bone</u> , a <u>shell</u> , or a <u>plant</u> or <u>animal</u> that has

Things I already know before I start the journey

- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Describe the life process of reproduction in some plants and animals.



Things I need to know by the end of the journey

All living things have offspring of the same kind, as features in the offspring are inherited from the parents. Due to sexual reproduction, the offspring are not identical to their parents and vary from each other.

Plants and animals have characteristics that make them suited (adapted) to their environment. If the environment changes rapidly, some variations of a species may not suit the new environment and will die. If the environment changes slowly, animals and plants with variations that are best suited survive in greater numbers to reproduce and pass their characteristics on to their young. Over time, these inherited characteristics become more dominant within the population. Over a very long period of time, these characteristics may be so different to how they were originally that a new species is created. This is evolution.

Fossils give us evidence of what lived on the Earth millions of years ago and provide evidence to support the theory of evolution. More recently, scientists such as Darwin and Wallace observed how living things adapt to different environments to become distinct varieties with their own characteristics.

LO I can identify inherited characteristic that are passed on from parent to offspring.

Children identify the inherited characteristics from each parent.

LO: I can understand that adaptations are mutations.

Children choose an environment and research the plants and animals that live there. Children identify adaptive traits for each living thing.

LO: I can demonstrate understanding of how ideas about evolution developed over time.

Children write a diary entry from the point of view of either Darwin or Wallace, reflecting on their investigations that led them to the idea of evolution.

LO: I can examine fossil evidence and explain how a living thing has evolved over time.

Children create a short film using pictures or their own drawings, explaining how a particular plant has evolved over time.

LO: I can identify adaptive traits in humans as a species and describe the known stages of human evolution

: Children write a short play script and create a short film explaining the known stages of human evolution.

LO: I can understand that some living things have acquired more adaptive traits than others.

Children research the pros and cons of a particular human intervention in the evolutionary process before debating it as a whole class.