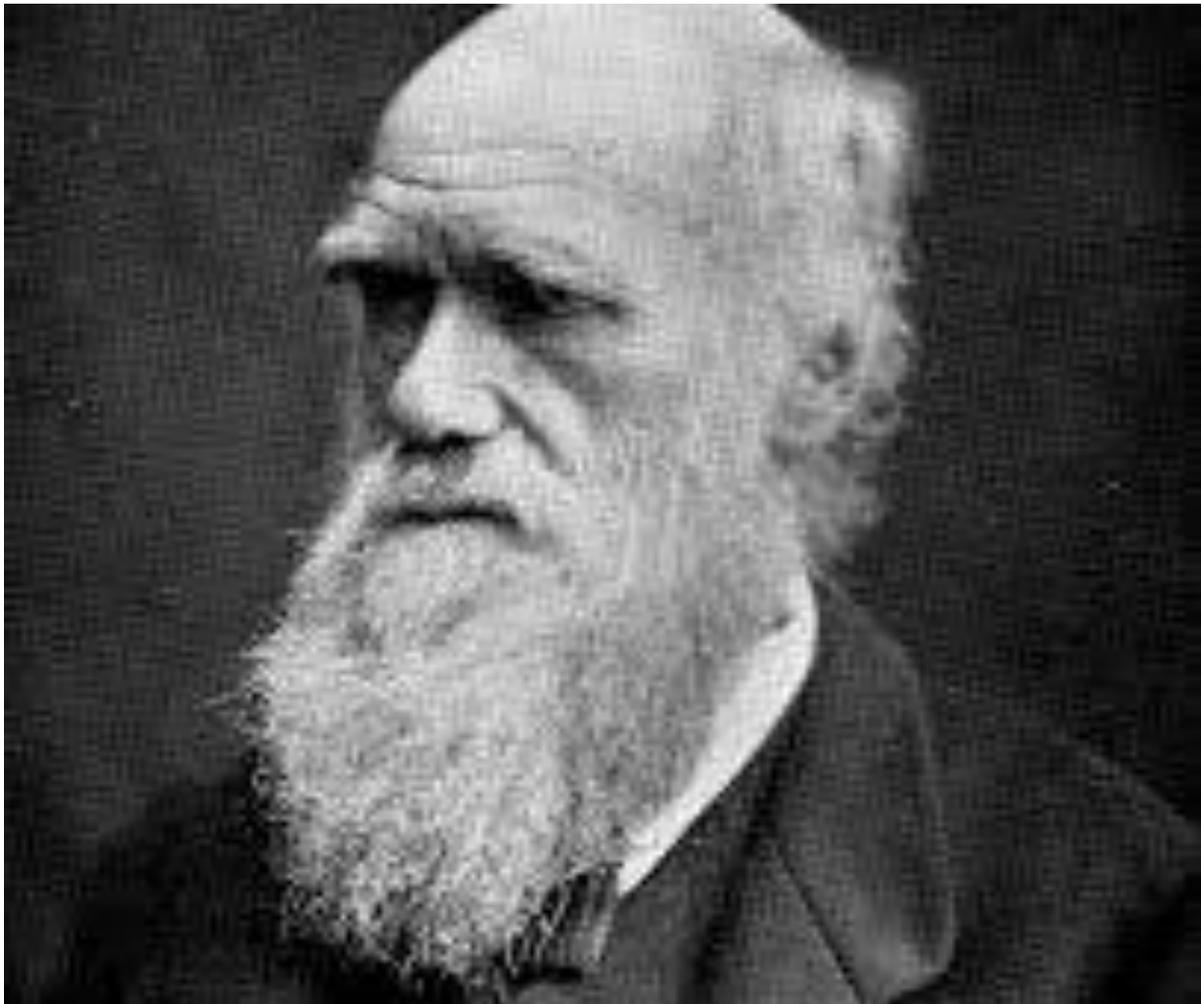




Darwin's discoveries

How do Charles Darwin's discoveries show nature's adaptation?



Overview of theme:

This unit will have a scientific emphasis and will build upon work from previous years where children learnt about how humans change into old age and they noticed that animals, including humans, have offspring, which grow into adults. In this unit, the children will work scientifically to discover how living things change over time and learn how fossils can provide information about living things that inhabited the Earth millions of years ago. The children will progress in KS3 to learning about genetics and evolution – including variations between species that means some organisms compete more successfully, which can drive natural selection.

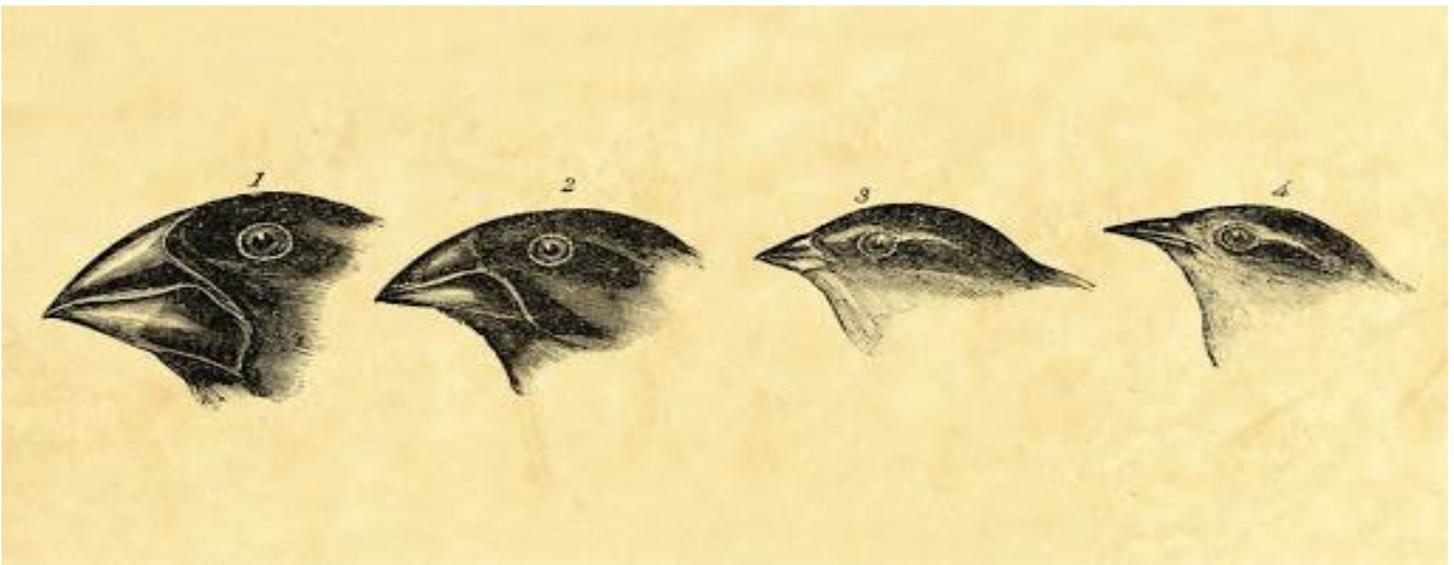
In Year 6, the main intent of this theme is to teach the children to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution over time. By the end of the topic, the children will be able to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Useful information and reference for parents:

www.mathletics.co.uk – for maths skills.
<https://trockstars.com/login> – for times table practice.
www.spellingshed.com - for spelling practice.

Homework linked to theme:

A trip to the **British Museum** would be beneficial, where you can look at original artefacts.
In addition, a trip to the **Natural History Museum**



Curriculum over the half-term and cross-curricular links to the main theme:

Subject focus of the theme: Science

Core text: Skellig by David Almond & The Highwayman by Alfred Noyes

English To write an explanation text
To write a newspaper article
To write a short story
Pupils to focus on: multi-clause sentences, all advanced punctuation, ambitious verb forms including subjunctive, simple/perfect/progressive verbs.

Mathematics Angles, measures and geometry
Ratio and proportion
Statistics

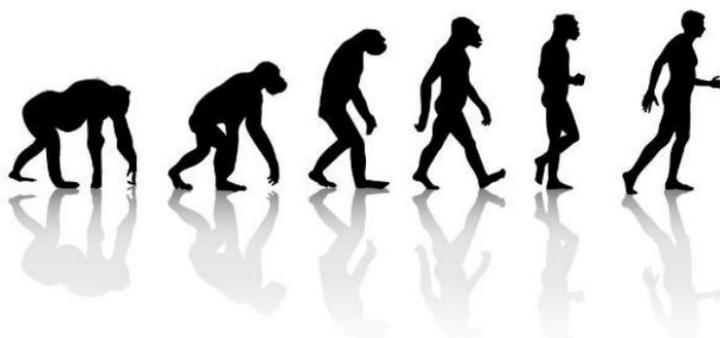
Science To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Art and design To investigate animals in their natural habitats using a variety of artistic media: printing (polystyrene, monoprinting, screen printing), oil pastels and textiles.
To create a map of the route of the beagle using textiles and sewing.

PE **Gymnastics, Dance and Net and Wall skills**
The children will learn to perform gymnastic movements with fluency, explore, improvise and combine dance movements and select and apply shots for a game situations

PSHE How to resolve conflicts between friends and family members

French Musical Instruments



Sequence and structure to curriculum theme

| | |
|---|--|
| 1. Which of your features are inherited and which are environmental? | LAUNCH: Design your own animal and habitat To identify that some characteristics are inherited through our 'genes' while other characteristics come from the life choices we make and the way that we live, such as where we live and the food we eat or exercise we take. |
| 2. Animals and how they have adapted over time | To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Focus on different fox species throughout the world and consider how they have adapted to their differing habitats. |
| 3. Natural selection or survival of the fittest | To understand that adaptation of plants and animals to suit their environment may lead to Evolution. Focus on the peppered moth, often referred to as Darwin's moth, and explore why it is an example of Darwin's theory of natural selection. |
| 4. Fossils and their formation | Consider how fossils provide information about living things that inhabited the Earth millions of years ago. Explore how fossils are made and dated. |
| 5. Anning, Darwin and Wallace | To recognise the role fossils have in the development of evolutionary theory and to learn more about the work of Anning, Darwin and Wallace |

Children's learning

By the end of this theme, the children will:

- Understand why living things have changed over time
- Know how animals and plants are adapted to suit their environment
- Have an understanding of how fossils provide information about life on Earth millions of years ago
- Have learnt the following key vocabulary: evolution, adapted/adaptation, offspring, characteristics, vary/variation, fossils, theory, opinion