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| **Logo  Description automatically generatedLogo  Description automatically generatedWhingate Primary School – Science** | |
| **Evolution and Inheritance** | **Shape  Description automatically generatedYEAR 6** |

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| Interesting Fact 1: | Interesting Fact 2: | Interesting Fact 3: | Interesting Fact 4: | Your Interesting Fact: |
| It took [Charles Darwin](https://www.penguin.co.uk/authors/6327/), an English naturalist, 20 years to write and publish his original book [*On the Origin of Species*](https://www.penguin.co.uk/books/437173/the-origin-of-species/9781784873622/) which explained the process of evolution. | No two animals are the same, even if they belong to the same species. | There are over 340 breeds of dog, yet they all come from one kind of wild wolf. | At one point in time, whales walked on land! |  |

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| What we will learn in this unit (skills): | Vocabulary: | Diagrams: |
| We will:  **Ask questions** - Recognise scientific questions which do not yet have definitive answers and use a range of scientific enquiries to explore possible answers.  **Make predictions** - Identify scientific evidence that has been used to support or refute ideas or arguments and use this to support predictions.  **Record data** - Record data and results of increasing complexity using classification keys.  **Draw conclusions** - Provide straightforward explanations for differences in repeated measurements or observations. | **Species:** Organisms with similar characteristics.  **Organism:** A living thing.  **Offspring:** The plant or animal that is produced by the reproduction of that species.  **Inheritance:** Passing on characteristics from parent to offspring.  **Adaptation:** The process of changing to suit the needs of a specific environment in which an organism lives.  **Natural Selection:** When the most beneficial characteristics get passed on to later generations.  **Characteristic:** The distinguishing features or qualities that are specific to a certain species.  **Variation:** The difference between living things within a species e.g. hair colour.  **Environment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Extinct:** A species that no longer exists in nature.  **Anthropologist:** A scientist who studies the origins of mankind (Charles Darwin).  **Fossil:** The preserved remains of an organism.  **Theory:** A thought-out explanation based on observations.  **Evolution:** A change over a long period of time. |  |
| What we will learn in this unit (knowledge): | Sticky Knowledge: |
| We will learn that thousands of ancient animals have lived on Earth throughout its 4.6 billion years and observe these time periods using the geological timescale chart.  We will look at how simple organisms have evolved into a huge range of different plants and animals, (some of which were the dinosaurs!), with living organisms still evolving today!  We will explore how fossils have supported Anthropologists in studying the origins of mankind, looking closely at how Charles Darwin used fossils to help him confirm his theory of evolution – how species can evolve over time. | * To know how the Earth and living things have changed over time. * To know how animals and plants are adapted to suit their environment. * To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. * To know how fossils can be used to find out about the past. * To know about evolution and explain what it is. |