

Leintwardine Endowed CE Primary School Learning Journey Itinerary

‘Letting Our Light Shine’

SUBJECT : Science	YEAR : B	TERM : Spring 2	YEAR GROUPS : 5/6
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Key Question: How have living things changed over time?

Previous Knowledge – We would expect children to already be able to:
 State that animals live in habitats that they are suited to.
 Know that environments change and this can pose dangers to the animals that live there.
 Describe in simple terms how fossils are formed.

END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are emerging because they can:	Most children will show that they have reached the expected level because they can:	Some children will have gone beyond the expected level and will show that they are exceeding because they can:
...identify similarities between parents and offspring, understanding that these have been passed from the parent. ...with support, develop understanding of the scientific meaning of adaptation. ...identify some of the key ideas of the theory of evolution. ...with some scaffolding, examine the evidence demonstration how plants have evolved. ...with support, understand how human beings have evolved. ...identify an advantage and disadvantages of adaptations. ...with support, explain how human intervention affects evolution.	...identify inherited characteristic that are passed on from parent to offspring. ...demonstrate understanding of the scientific meaning of adaptation. ...identify the key ideas of the theory of evolution. ...examine the evidence demonstration how plants have evolved. ...understand how human beings have evolved. ...explain how adaptations can result in both advantages and disadvantages. ...explain how human intervention affects evolution.	...identify inherited characteristic that are passed on from parent to offspring. ...demonstrate understanding of the scientific meaning of adaptation. ...identify the key ideas of the theory of evolution, using Charles Darwin’s work to do so. ...examine the evidence demonstration how plants have evolved. ...understand how human beings have evolved. ...explain how adaptations can result in both advantages and disadvantages, giving examples of these. ...explain how human intervention affects evolution, giving examples of this.

ASSESSMENT OPPORTUNITIES

Children’s work will be continuously monitored for understanding. At all times, children will be encouraged to ask questions to aid their understanding and prevent misconceptions.

ENRICHMENT OPPORTUNITIES Helping children to remember more Children will make their own fossils. Children will explore their own family trees. Experiments into the beak/feet that would suit birds in different circumstances.	SUBJECT SPECIFIC VOCABULARY Cells, chromosomes, DNA, genes, genetics, geneticists, characteristics, inherit, inheritance, adaptation, nucleus, mitochondria, genome, variation, parents, offspring, inherited characteristics, acquired characteristics, mutations, random mutations, replicates, adaptive traits, environment, habitat, Charles Darwin, adaptive trait, natural selection, inherited trait, fossils, fossilisation, transitional forms, common ancestors, species, taxonomy.	CROSS-CURRICULAR LINKS Links that we can make to help children make sense of what we want them to know and be able to do. Art English – writing up of experiments.
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