


<p><b>Topic Name – Evolution</b>  <b>Disposition Developing Contemplation:</b> Being Curious and Valuing Knowledge</p> 	<p><b>Year Group - Year 6 Summer 1</b>  <b>Topic Purpose Question – How did Charles Darwin contribute to the theory of evolution? How has this theory impacted on the earth, nature and us as global citizens today?</b></p>	<p><b>Curriculum Coverage: Science</b>  <b>Topic purpose –</b> to enable the pupils to have a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena. They should also begin to recognise that scientific ideas change and develop over time. During this topic they should build on previous knowledge and find out more about how living things on the earth have changed over time.</p>	<p><b>Class Novel: The Hobbit</b>  Purpose: The novel will extend and broaden vocabulary around as well as embracing the genre of adventure.</p>
<p><b>Links to previous topics.</b>  EYFS Ready, Steady, Grow  Year 1 Animals Past and Present  Year 3 Predators of the World  Year 3 Extreme Earth  Year 4 Science in Anglo-Saxons/Vikings  Year 6 Antarctica  Year 6 Who am I?</p> <p><b>Links to future topics.</b></p>	<p><b>Science</b>  <b>Evolution and Inheritance</b>  Building on what they learned about fossils, children should find out more about how living things on The Earth have changed over time. That should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. They should appreciate the variation in off spring over time can make animals more or less able to survive in particular environments, for example, exploring how giraffes’ necks got longer, or the development of the insulating fur on the arctic fox.</p> <p>Pupils find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.</p> <p>Recognise that living things have changed over time and the fossils provide information about living things that inhabited the Earth millions of years ago.  Activities: Search the web to find a fossil rich area to visit or examine fossils brought in by a visitor, or ones that the school already owns. Use a hand lens or digital microscope to look carefully at fossil samples and draw examples in their sketchbooks or journals. Identify the fossils using a range of materials, including books, images, the web and classification keys (if available). Name the samples, including ammonite, crinoids, trilobites, fish, ferns and coprolites. Explain how the fossils look similar to or different from living creatures today.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  Activities:</p> <p>Exploring variation in pigeons: Explore their local area to find and take photos of pigeons. Print photos and use them to discuss and make notes on how the pigeons vary in colour, pattern and beak size and shape. Are their feet and legs scaly, feathery or webbed? Are they thin or fat, tall or short? Are their tails fanned or do they stick up? Record data using diagrams and labels. Consider where variation in pigeons comes from (inherited) and how it affects their survival. Group pigeons by their physical characteristics or put them into family groups.</p> <p>Inheritance: Find out about the monk and scientist, Gregor Mendel (1822–1884), whose research using thousands of pea plants informed his theory of inheritance and supported Darwin’s theory of evolution. Set up a simple test to explore the differences in Darwin’s and Mendel’s ideas on inheritance. Test Darwin’s theory by mixing yellow paint and blue paint in a bowl to make green paint.</p> <p>Artificial Selection: Find out the difference between natural selection and artificial selection (selective breeding). Look at images of mixed breed dogs to see which features they have inherited from their parent breeds. Investigate puggles, schnoodles, chuskys, labradoodles, cockapoos and dorgis.  <b>Purpose Question: Is creating artificial evolution the right thing to do?</b></p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  Unique Creatures: Choose an animal found on the Galápagos Islands, such as the marine iguana, blue-footed booby, giant tortoise, Galápagos penguin, frigate bird or lava lizard.  <b>Purpose Question: What features show that the animal has adapted and evolved to suit its environment?</b></p>	<p><b>Geography</b>  <b>Geographical skills and fieldwork</b>  Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  Activities:  Plotting Darwin’s Route: Locate and map Darwin’s journey on ‘The Beagle.’</p> <p>Expedition across the Galápagos Islands.</p> <p>Aims: Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.  Activity: At risk of extinction.  <b>Purpose Question: What environmental factors are contributing to certain animals becoming extinct?</b></p> <p>Key Vocabulary: the equator at 0°, Tropics of Cancer (23.5°N), Capricorn (23.5°S), Arctic (66.5°N), Antarctic (66.5°S) Circles.</p>	<p><b>Art</b>  <b>Drawing</b>  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  Activity: Study Darwin’s sketches of animals and plant life including resident artist – Conrad Martens.</p> <p>Use fine ink pens to make detailed drawing in their sketch books of the different types of shell, including barnacle shells. Use a hand lens or a digital microscope to observe the fine details of the shell including its many lines and shapes.</p> <p>Key Vocabulary: Focal point, refine, alter, foreground, middle ground, background, hatching, composition, scale, proportion, grades of pencil.</p>
<p><b>Music</b>  <b>Taught by Junior Jam during PPA</b></p> <p>Song writing with Glockenspiels.  Level 4</p>	<p><b>Working Scientifically</b>  Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  Activities:  Specimen Study.</p> <p>Studying Fossils.  <b>Purpose Question: How do the fossils look similar to or different from living creatures today?</b></p> <p>Darwin’s Investigation.  <b>Purpose Question: Are the results you achieved the same or different to that of Darwin’s?</b></p> <p>Beak Investigation  <b>Purpose Question: Why do birds have different beaks?</b></p>	<p><b>Oracy</b>  <b>Instigate - Starts the discussion or moves it onto a new point.</b></p> <ul style="list-style-type: none"> <li>Initially we could consider...</li> <li>I would like to start by saying...</li> <li>Let’s also think about...</li> <li>We haven’t yet discussed...</li> <li>Having considered the evidence, I would like to begin by saying...</li> </ul> <p><b>Build - Adds to or builds on an idea.</b></p> <ul style="list-style-type: none"> <li>Adding onto what ___ said...</li> <li>Building on ___ point...</li> <li>Developing your point further...</li> <li>I agree with you and to elaborate on your point...</li> <li>In addition to ___ point...</li> <li>To further elaborate on ___ idea...</li> <li>I would like to elaborate on ___ idea...</li> </ul>	<p><b>Computing</b>  <b>Creating media – 3D modelling</b></p> <p>To position 3D shapes relative to one another.  To use digital tools to modify 3D objects.  To combine objects to create a 3D digital artefact.  To use digital tools to accurately size 3D objects.  To construct a 3D model which reflects a real world object.</p> <p>Key Vocabulary: handles, resize, lift, lower, recolour, rotate, duplicate, group, placeholder, hollow, combine, Construct, evaluate, modify</p>
<p><b>PE</b>  <b>Tennis – PE Hub planning Teacher Led</b>  Communicate clearly with a partner to develop team work in doubles.  Attempt a two handed back shot with control.  To perform a lob shot to hit the ball over the opponent’s heads.  To play different formations at doubles.  To understand the rules.</p> <p><b>Athletics – Sports Coach Led during PPA</b>  Jumps – running long jump, triple jump (hop, skip, jump)  Javelin – correct throwing technique from a 3 steps walk through.  Sprint – correct technique to sprint and competing in races.  Relay – correct position to hand over standing position, jogging and sprinting.</p>	<p><b>Living things and their habitats.</b>  Describe how living things are classified into board groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Activity: Collecting Specimens - Take a walk outdoors and collect a range of natural items in pots or pockets, just like Darwin. Head back to the classroom and examine what they have collected. Group items in different ways and explain their choices. Choose a favourite item and learn its Latin name, if it has one. Over time, continue to select similar items and display them in a homemade sectional box.</p> <p>Key Vocabulary: evolution, characteristics, reproduction, genetics</p>	<p><b>Computing</b>  <b>Creating media – 3D modelling</b></p> <p>To position 3D shapes relative to one another.  To use digital tools to modify 3D objects.  To combine objects to create a 3D digital artefact.  To use digital tools to accurately size 3D objects.  To construct a 3D model which reflects a real world object.</p> <p>Key Vocabulary: handles, resize, lift, lower, recolour, rotate, duplicate, group, placeholder, hollow, combine, Construct, evaluate, modify</p>	<p><b>Computing</b>  <b>Creating media – 3D modelling</b></p> <p>To position 3D shapes relative to one another.  To use digital tools to modify 3D objects.  To combine objects to create a 3D digital artefact.  To use digital tools to accurately size 3D objects.  To construct a 3D model which reflects a real world object.</p> <p>Key Vocabulary: handles, resize, lift, lower, recolour, rotate, duplicate, group, placeholder, hollow, combine, Construct, evaluate, modify</p>
<p><b>PSHE</b>  <b>Relationships</b>  My Mental Health  Love and Loss  Power and Control  Being Online: Real Fake? Safe Unsafe?  Gangs/Exploitation  Safer technology – presentation for parents</p>	<p><b>RE</b>  Theme:  Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> <p>Disposition: Being reflective and self-critical</p> <p>Key Vocabulary: Akirah, Qu’ran, Jihad, Prophet, Judgement, Righteous</p> <p><b>Note: This enquiry is taught in 2 sections over the term</b></p>	<p><b>RE</b>  Theme:  Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> <p>Disposition: Being reflective and self-critical</p> <p>Key Vocabulary: Akirah, Qu’ran, Jihad, Prophet, Judgement, Righteous</p> <p><b>Note: This enquiry is taught in 2 sections over the term</b></p>	<p><b>RE</b>  Theme:  Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> <p>Disposition: Being reflective and self-critical</p> <p>Key Vocabulary: Akirah, Qu’ran, Jihad, Prophet, Judgement, Righteous</p> <p><b>Note: This enquiry is taught in 2 sections over the term</b></p>
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