Mitions of years age?       Name and locate the major organs in the human body         Name and locate the major organs in the human body       Identify and name the main parts of the human circulatory system, and facts the impact of diet, exercise, drugs and lifestyle on the way their bodies function         Thinkers - Use critical and creative thinking skills       Carsing - Show empathy, compassion and respect for all life         Reflective - Consider the wider world and our own ideas and experience       Prior Skills - Y6 (Living Things and their Hobitats)         Prior Skills - Y5 (Living Things and their Hobitats)       Prior Skills - Y6 (Animals Including Humans)         • Describe the difference of a marmal, an amplibian, an insect and a bird       • Name and locate the major organs in the human circulatory system, and describe the life process of responduction in some plants and animals body         • Describe the life process of responduction in some plants and animal is beaviourists       • Name and locate the ways in which nutrients and writer and triangs including humans, investigations through writher explorations       • Recognise the import of scientific questions         • Make predictions based on scientific Konwledge on the organism writher explorations       • Ask a variety of scientific encess of respute findings from investigations through writher explorations         • Make predictions based on scientific convegation writhere explorating investigations through writher explonation	Question: Did humans look exactly the same hundreds of		Critical Learning
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classify animals and plants according to life cycle patterns	<ul> <li>measurements, repeat</li> <li>readings and find aver-</li> <li>ages</li> <li>Record data and results</li> <li>using scientific diagrams,</li> <li>tables, bar and line</li> </ul>	<ul> <li>Use simple models to de- scribe scientific ideas</li> <li>Make predictions based on scientific knowledge</li> <li>Draw conclusions from observations and findings</li> </ul>
	<ul> <li>Report and present find- ings from enquiries, con- clusions, explanation of results in oral and writ- ten forms</li> <li>Use results and graphs to identify patterns/trends in results</li> <li>Draw conclusions using patterns in results and relate conclusions to sci- entific knowledge and un- derstanding</li> </ul>	NIUWIEUge

## Knowledge, Skills and Understanding

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Explain the process of evolution and describe the evidence for this
- They identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

## Knowledge, Skills and Understanding for Working Scientifically

- Ask a variety of types of scientific questions
- Choose the most appropriate scientific enquiry method to answer a question and outline the method
- Use simple models to describe scientific ideas
- Make predictions based on scientific knowledge
- Draw conclusions from observations and findings based on scientific knowledge

## Challenge for children working at great depth

- Can they explain how some living things adapt to survive in extreme conditions?
- Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet?
- Can they predict future changes of different species?

Resources	Website/Apps
<ul> <li>Evolution and inheritance posters</li> <li>Darwin posters about evolution</li> <li>Photographs to show the evolution of humans</li> </ul>	https://www.pbslearningmedia.org/resource/nvev-sci- evolab/nova-evolution-lab-game/ https://bbsrc.ukri.org/engagement/schools/keystage1- 2/darwin/ https://www.nationalgeographic.org/interactive/defender- natural-selection/ https://www.legendsoflearning.com/learning- objectives/natural-selection/ Seneca

	Oak Academy		
	<u>https://www.cserc.org/sierra-fun/games/match-habitat/</u>		
	https://ssec.si.edu/habitats		
	Evolution The Evolution of humans documentary 2014		
	http://www.youtube.com/watch?v=MsHEAnPX59Y		
	Ape To Man - Evolution Documentary		
	http://www.youtube.com/watch?v=8TT3aRU-VnQ		
	BBC Learning video links and information:		
	http://www.bbc.co.uk/education/topics/z3pp34j		
	Suggested Quality Texts		
	What on earth the Creatures you Never Heard of by		
	Stewart Mcpherson		
	Britain's Distant Seas by Stewart McPherson		
	Kingfisher Human Biology (Library)		
	Usborne Human Body		
	See Inside Your Body (Usborne) by Katie Daynes		
	Look Closer / Rock Pool		
Assessment ideas	Writing Opportunities		
Create a timeline of evolution of different	Fact file of the evolution of a specific species.		
species with details.			
Cross Curricular Links			
English: Read to Write - On the Origin of Species			
PE: Plan and design a group dance that shows how the human shape and body is successfully designed to			
balance and move.			
Ant: Children to sketch themselves and use photographs to sketch an older member of their family. This will			
native children to sketch member of			
Trequire definite observation dua accurate sketching.			
DI: Make tossils using plasticine and pasta shells wrapped in tissue to represent bones.			
ICT: Use knowledge of science to create a new animal which would fit into a specific part of the classification			
system.			