

Evolution and Inheritance	Science	Years 5 & 6, Term 5	Year B
Key vocabulary: inheritance, animals, plants, humans, parent, offspring, similarities, differences, characteristics variation, cell, gene, chromosome, Adaptation, environment, habitat, DNA, genes, adaptive traits, mutation, replication, accidental. Adaption, common ancestors, skeletons, primates, apes, mammals, homosapiens, family, genus, species, taxonomy			
Knowledge and skills: Plan different types of scientific enquires to answer questions, including recognising and controlling variables where necessary. (C1) Identify scientific evidence that has been used to support or refute ideas or arguments. (C6) Find things out using a wide range of secondary sources of information. (C7) Describe and evaluate their own and other people’s scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources. (C8) Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (C33) Describe the life process of reproduction in some plants and animals. (C34) Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (C35) Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (C36) Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (C37) Give reasons for classifying plants and animals based on specific characteristics. (C38) Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (C39) <i>The work of Mary Anning and Charles Darwin.</i>		Possible activities: Children can identify what characteristics are inherited from their parents. Children can match living things with their environments. Children can identify adaptive traits. Children will look at how different species may have evolved from a common ancestor and share characteristics. Analyse the advantages and disadvantages of specific adaptations, such as being on 2 legs rather than 4, having a long or short beak, having lungs or gills, tendrils on climbing plants, brightly coloured and scented flowers. Identify adaptive traits. Match animals to their environments.	
Spiritual, Moral, Social and Cultural Education, and Promotion of British Values: Spiritual: Children will consider how different species reproduce. Moral: Children will be made aware of the importance of respecting all living things. Encourage pupils to take responsibility for their actions; for example, respect for property, care of environment, and developing codes of behaviour. Cultural: Scientific developments which cause opinions to change can take some time to become embedded. British Values: Some British people from the past are internationally famous because of what they achieved. Equalities: Careers in science are open to all.			