
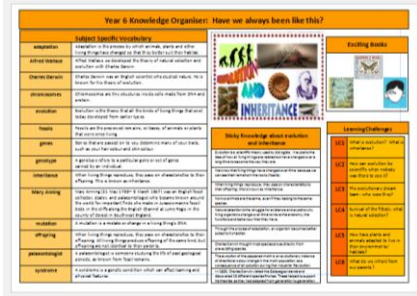


Medium-Term Planning Format		
Cohort	Year 6	
Enquiry Question (QUESTIONING)	Have we always been like this?	
Enquiry Driver	Science	
Enquiry Enhancer	Art	
Main Enquiry Theme	Science: Evolution and Inheritance	
National Curriculum Objective	<p><u>Science:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. <p><u>Art and Design:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) 	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> Can I give reasons for why living things produce offspring of the same kind? Can I give reasons for why offspring are not identical with each other or with their parents? Can I explain the process of evolution and describe the evidence for this? Can I begin to appreciate that variation in offspring over time can make animals more or less able to survive in particular environments? Can I talk about the life of Charles Darwin? 	
Key Knowledge and Skills (enhancer)	<ul style="list-style-type: none"> Can I understand why art can be very abstract and what message the artist is trying to convey? Can I use a full range of pencils, charcoal or pastels when creating a piece of observational art? Can I apply a range of techniques such as blending, mixing, stippling and sgraffito when using oil pastels? 	

	<ul style="list-style-type: none"> • Can I explain why different tools have been used to create art? • Can I explain why chosen specific techniques have been used • Can I use feedback to make amendments and improvement to art? <p>Children will explore 'The Scream' by Norwegian Expressionist Edvard Munch.</p>													
Main Text	<p>Wonder by R.J. Palacio</p> <p>Darwin's Rival: Alfred Russel Wallace and the Search for Evolution</p> <p>On the Origin of Species by Sabina Radeva</p>													
Main Writing Genre	<p>Non-chronological report</p> <p>Recount: Diary entries</p>	<p>Children will create their own insect/creature with different body parts evolving from a variety of species. They will write a report about their creation to feature in a 'Weird but Wonderful' magazine.</p> <p>Children will write diaries in character role linked to their reading of the book Wonder.</p>												
Enquiry Hook (Questioning) [Experiences/experts]	<p>Children to bring in a collection of photographs of themselves and their parents. They will explore the images and identify which physical characteristics they have inherited.</p>													
Subsidiary Enquiries	<table border="1"> <tr> <td>LC1</td> <td>What is evolution? What is inheritance?</td> </tr> <tr> <td>LC2</td> <td>How can evolution be scientific when nobody was there to see it?</td> </tr> <tr> <td>LC3</td> <td>The evolutionary dream team- who were they?</td> </tr> <tr> <td>LC4</td> <td>Survival of the fittest- what is natural selection?</td> </tr> <tr> <td>LC5</td> <td>How have plants and animals adapted to live in their environments/habitats?</td> </tr> <tr> <td>LC6</td> <td>What do we inherit from our parents?</td> </tr> </table>		LC1	What is evolution? What is inheritance?	LC2	How can evolution be scientific when nobody was there to see it?	LC3	The evolutionary dream team- who were they?	LC4	Survival of the fittest- what is natural selection?	LC5	How have plants and animals adapted to live in their environments/habitats?	LC6	What do we inherit from our parents?
LC1	What is evolution? What is inheritance?													
LC2	How can evolution be scientific when nobody was there to see it?													
LC3	The evolutionary dream team- who were they?													
LC4	Survival of the fittest- what is natural selection?													
LC5	How have plants and animals adapted to live in their environments/habitats?													
LC6	What do we inherit from our parents?													
Reflection of Learning (SHARING)	<p>The children will produce a 'Weird but Wonderful' nature magazine by compiling their non-chronological reports written in English; these will be printed and distributed to all classes across school.</p>													
Potential Sticky Knowledge	<ul style="list-style-type: none"> • Evolution is a scientific theory used by biologists. It explains the idea of how all living things are related but have changed over a long time to become the way they are. • We know that living things have changed over time because we can see their remains in the rocks (fossils). • When living things reproduce, they pass on characteristics to their offspring; this is known as inheritance. • No two animals are the same, even if they belong to the same species. • Natural selection is the struggle for existence and explains why living organisms change over time to have the anatomy, the functions and behaviour that they have. 													

	<ul style="list-style-type: none"> • Through the process of adaptation, an organism becomes better suited to its habitat. • Charles Darwin thought most species arose directly from pre-existing species. • The evolution of the peppered moth is an evolutionary instance of directional colour change in the moth population as a consequence of air pollution during the Industrial Revolution. • In 1835, Charles Darwin visited the Galapagos Islands and discovered 15 different species of finches. These helped to support his theories as they had adapted from generation to generation.
--	--

Knowledge Mat	
----------------------	--

Other curriculum areas which are to be taught discretely:

Religious Education	<p><u>What roles does food play in religion?</u></p> <ul style="list-style-type: none"> • Can I give examples of how food is a significant aspect of many of the world’s major religions? • Can I explain some of the reasons why people following different religions choose to fast at particular times? • Can I give examples of how food during festivals, is important for different religions? • Can I find out about the symbolism and significance of bread and wine in the Christian communion? • Can I describe some of the foods that are forbidden in different world religions and suggest reasons why these foods are forbidden? • Can I understand that different religions have particular foods to commemorate special events and festivals? • Can I explain the foods on a seder plate in relationship to the Passover story? • Can I consider the effects, both positive and negative, of fasting? • Can I explain how certain foods can have symbolic importance in religions?
----------------------------	--

PSHCE	<p><u>Looking after me</u></p> <ul style="list-style-type: none"> • How do we look after ourselves? • Are images in the media real? • Should I trust the media? <p style="text-align: center;"><i>(see Talking Points curriculum for the full programme breakdown)</i></p>
--------------	--

Music	<p><i>See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 5- Music and Me</p>
--------------	--

Physical Education	<p><u>Striking and Fielding</u></p> <p><i>E.g. rounders variations, softball, baseball and cricket.</i></p> <ul style="list-style-type: none"> • Can I replicate striking and fielding skills on most occasions with control and accurate direction? • Can I bowl with good control, catching and varying success and can throw a ball back with good aim? • Can I apply a variety of tactics and think of ways to improve performance? • Can I support others by identifying areas of development? 		
Computing	<p><i>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Y6 Unit 35- digital literacy, programming and functional thinking</p>		
MFL	<p><i>See the Primary Languages Network programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 5- Café culture and restaurants</p>		
Additional Links	British Values	Outdoor Learning	Community
	Citizenship (Beaver Pledge)	Global Neighbours	Home Learning
	Be respectful and recognise/celebrate differences.		Explore family photographs and look at similarities and differences between generations.