Theme Overview

Year	6	Term	Autumn 1
Theme	Charles Darwin: Evolution and Inheritance	Big Question	Who was Charles Darwin?

Focus of unit and scope of unit:

The unit covers the science element of evolution and inheritance. The children will learn about the key figures of Charles Darwin and Mary Anning. They will carry out research into key figures and theories including understanding Darwin's Finch theory.
They will carry out practical investigations to show demonstrate how evolution and adaptation happens. The children will identify how animals and plants have adapted to their environment.
Children will study Darwin's drawing and produce own biological drawings.

Caring	Creative	Critical	SMSC/Equalities/British Values
Children will learn about the natural world and the importance of evolution and inheritance.	Children will use a range of drawing skills to create biological drawings. They will be given the opportunity to present their research in a creative way.	Children will ask scientific questions about inheritance and evolution. They will present data in bar graphs and carry out investigations to demonstrate inheritance and adaptation.	Children will engage in discussions about religion and evolution and do this in a respectful way. Children will respect others views.

Big Start	Big Finish	Experience
Zoo Lab Mr Potato Head Fun Activity	Observational Class Drawing Book Presentations on Mary Anning and Charles Darwin	Zoo Lab

Science

<table>
<tr><td>Year 6</td><td colspan="3">Autumn Term 1: Evolution and Inheritance</td></tr>
<tr><td rowspan="2">Sequence of Learning</td><td>Previous Learning</td><td colspan="2">Next Steps in Learning</td></tr>
<tr><td>The children have previously learnt about different animals and ways to classify them. They have understood that animals have different life cycles.
Children have followed simple keys to identify plants and animals.</td><td colspan="2">At secondary school children will move on to learn the relationships in an ecosystem and the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops.
The importance of plant reproduction through insect pollination in human food security and how organisms affect, and are affected by, their environment, including the accumulation of toxic materials.</td></tr>
<tr><td rowspan="4">Knowledge and Skills</td><td>Planning an Investigation</td><td>Carrying Out an Investigation</td><td>Presenting Evidence and Drawing Conclusions</td></tr>
<tr><td>I ask relevant questions (containing scientific knowledge and understanding).</td><td>I use relevant information sources to find things out.
.</td><td>I present the data and results in suitable formats using e.g. line graphs, bar graphs, scatter graphs and classification key.
I identify scientific evidence to support or refute the ideas or arguments for my conclusion.</td></tr>
<tr><td colspan="2">Substantive Knowledge</td><td>Famous Scientists</td></tr>
<tr><td colspan="2">Evolution and inheritance
Know how the Earth and living things have changed over time.
Know fossils can be used to find out about past
Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).
Know how animals and plants are adapted to suit their environment.
Link adaptation over time to evolution.
Know about evolution and can explain what it is.</td><td>Darwin</td></tr>
<tr><td>Vocabulary</td><td colspan="3">Evolution
Adaptation
Fauna
Inheritance
Characteristics
Interdependence
Species
flora</td></tr>
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Art and Design

<table>
<tr><td>Year 6</td><td colspan="3">Term: Observational Drawing</td></tr>
<tr><td rowspan="2">Sequence of Learning</td><td>Previous Learning</td><td colspan="2">Next Steps in Learning</td></tr>
<tr><td>Children have previously experimented with different drawing techniques and applied these to create pictures. They have looked at light and shade and perspective.</td><td colspan="2">Children will use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas .
- use a range of techniques and media, including painting
- Increase their proficiency in the handling of different materials
- Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</td></tr>
<tr><td rowspan="4">Knowledge and Skills</td><td>Being an Artist</td><td>Drawing / Painting / Sculpture</td><td>Elements of Art</td></tr>
<tr><td>• Know how to use feedback to make amendments and improvement to my art.</td><td>Drawing
• Know how to organise line, tone, shape and colour to represent figures and forms.
• Produce accurate drawings from observation and use tonal contrast in drawings</td><td>Analyse and study cultural artists' use of form.
Comment on artist's use of tone including techniques such as cross-hatching, blending and stippling</td></tr>
<tr><td>Work of Artists - Appreciation</td><td colspan="2">Work of Artists - Art History</td></tr>
<tr><td>Reflect upon the artists' work and their own art work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to… Using the technique of… ensured that the piece was…</td><td colspan="2">• Identify different techniques and styles used in the work of others and famous artists. – Biological Drawings - Darwin</td></tr>
<tr><td>Vocabulary</td><td colspan="3">Observational drawings
Cross-hatching
Stippling
Tonal contrast</td></tr>
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