

## Unit planner: Evolve or die Weeks: 9

<p><b>Key concepts:</b> Heritage, transition, change, humanity, choices, curiosity,</p>	<p><b>Intent:</b> To understand where we began on universal and personal scale. To promote a healthy life style both emotionally and physically- internally and externally. To celebrate and support transition, change and next steps.</p>	
<p><b>National Curriculum Statements (Target Tracker)</b> Pupils will be taught to –</p> <p><u>RE</u> See SACRE document <u>Science</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. 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> <p><u>Art</u> Select ideas based on first hand observations, experience or imagination and develop these through open ended research. Adapt his/her own final work following feedback or discussion based on their preparatory ideas. Begin to develop an awareness of composition, scale and proportion in their work Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p> <p><u>Computing</u> Design and create a range of programs, systems and content for a given audience. Use technology respectfully and responsibly. Identify a range of ways to report concerns about content and contact in and out of school.</p> <p><u>DT</u> Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. Use technical knowledge accurate skills to problem solve during the making process.</p> <p><u>PSHE including RSE</u> Know which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. Know what is meant by the term ‘habit’ and why habits can be hard to change.</p>	<p><b>Subject:</b></p>	<p><b>Key Vocabulary:</b></p>
	<p><b>Science unit: Animals including humans; Evolution</b></p>	
	<p>Can I study a significant scientist? (Charles Darwin) Can I identify and name the main parts of the human circulatory system? Can I describe the functions of the heart, blood vessels and blood? Can I recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function? Can I describe the ways in which nutrients and water are transported within animals, including humans? Can I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? Can I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago? Can I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent?</p>	<p>Circulatory system, Organ, Nutrient Blood vessels, Lifestyle, Transported Impact, Heart, Heartbeat Capillary walls, Platelets, Blood Exercise, Drugs, alcohol, diet, legal, illegal, evolve, Inherit, Benefit, Adaptation, Inheritance, Offspring Environment, Gender, Gene Natural selection, Fossils,</p>
	<p><b>RSE</b></p>	
	<p>Can I describe how and why the body changes during puberty in preparation for reproduction? Can I talk about puberty and reproduction with confidence? Can I describe decisions that have to be made before having a baby? Do I know some basic facts about pregnancy and conception?</p>	<p>puberty, reproductive organs, hormones, physical and emotional change, pubic hair, penis, vagina, breasts, nipples, womb, ovaries, uterus, testicles, scrotum, eggs, sperm, fertilisation, sexual intercourse, menstrual cycle, period, wet dream, boyfriend, girlfriend, consensual relationship, kissing, conception, pregnancy, IVF, fostering, donors, adoption</p>
	<p><b>PSHE</b></p>	
	<p>Can I recognise and challenge stereotypes? Can I understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability? Do I know which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage pupils immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply? Can I recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing? Do I know how to stay safe in the wider community?</p>	<p>Drugs, alcohol, consequences, conflict, resolution, negotiation, compromise, stereotypes, marriage, civil partnerships</p>
	<p><b>RE Unit: Wisdom</b></p>	
	<p>Can I explain what Sikhs think about the value of money? Can I share what I think of the value of money? Can I explain what Muslims think of the nature of beauty? Can I explain what Christians think of the meaning of marriage?</p>	<p>Wisdom, similarities, differences, sacred texts, value, marriage, materialistic,</p>
	<p><b>D and T</b></p>	
<p>Can I create a salt dough fossil? Can I use different media to create a fossil dinosaur?</p>	<p>Measure, mould, knead, media,</p>	
<p><b>Art</b></p>		
<p>Can I draw the heart?</p>	<p>Line, tone, shade.</p>	
<p><b>Computing:</b></p>		

<p>Know how their body will, and their emotions may, change as they approach and move through puberty.          Know about human reproduction.          Know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.          Know strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)          Know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe          Know the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)          Differentiate between the terms, 'risk', 'danger' and 'hazard'          Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.          Know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)          Recognise and challenge stereotypes          Know what being part of a community means, and about the varied institutions that support communities locally and nationally          Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p>	<p>Can I understand how to use a computer e.g. using shortcuts, saving files in folders and using a keyboard?          Can I choose copyright free images and audio and understand why this is important?          Can I develop my understanding of online safety and laws? (Warning Zone)          Can I create a strong password and gamer tag? (Warning Zone)</p>	<p>Short cut, save, folder, copyright, images, phishing, grooming, digital footprint, social media, consent, age restrictions,</p>		
	<p><b>Text types:</b>          Complaint letter to Warning Zone          Next Chapter Oracle</p>	<p><b>Literature:</b>          Evolve or die          Origins of species</p>	<p><b>Maths links:</b>          Line graph of pulse rate</p>	<p><b>Published Outcome:</b>          Leavers assembly</p>
	<p><b>Enrichment:</b>          Trips: Warning Zone trip; university trip; cinema; theatre;</p>			