




How did we evolve? (Summer 2- 6 weeks)

<u>Launch</u>	<u>Intent</u>	<u>Key Concepts</u>	
		<ul style="list-style-type: none"> • Curiosity • Change • Transition 	•
<u>Core Texts</u>	<u>Cross-curricular Links</u>		<u>Key Figures</u>
			<p>Charles Darwin</p> <p>Alec Jefferys</p>
<u>Nature Connectivity</u>	<u>ICT/ Useful links</u>	<u>Enrichment</u>	<u>Oracy</u>
•		Lamb giving birth.	•



<u>Sequence of Lessons</u>			
<u>Subject</u>	<u>Learning Challenge</u>	<u>Learning Flashback</u>	<u>Adaptations</u>
1. Science- Evolution and Inheritance	Can you recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent?		
	Can you 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 you identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?		
	Can I complete a scientist study on Charles Darwin? (See working scientifically document)		
2. Science- Living Things	Can I make comparisons?		
	Can I classify animals into groups?		
	Can I use keys and diagrams to classify animals?		
	Can I give reasons for classifying different animals based on specific characteristics? Carl Linnaeus		
	Can I investigate micro- organisms? Looking at viruses.		
3. Science- Human Body and	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 describe the ways in which nutrients and water are transported within animals, including humans?		
	Can I understand how affects the human body?		
	Can I understand hoe exercise impacts the human body?		
	Can I understand how drugs impact the human body?		
	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?		
4. PSHE	RSE		
5. PSHE	Transition to Year 7		



Overall Intent:			
Starter:			
Core Texts:	Amazing Evolution, On the Origin of Species.		
Key Concepts:	curiosity.		
Outcome Pieces:	Oracy – Topic - Double Page Spread.		
Enrichment:	Lambing Live.		
Collective Worship	Conflict, Eid, PANTS, Everyone's welcome (families) Pride, Father's Day, World Refugee Week, Money , RSE		
Subject Area:	Statements:		Key Vocabulary:
Science- Evolution and inheritance	Intent:		
	<ul style="list-style-type: none"> Can you recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent? Can you 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 you identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? Can I complete a scientist study on Charles Darwin? (See working scientifically document) 	, evolve, Inherit, Benefit, Adaptation, Inheritance, Offspring, Environment, Gender, Gene, Natural selection, Fossils, Tundra, rain forest, forest, savannah, desert, polar desert, temperate, polar, tropical	
	National Curriculum:		
Subject Area:	Statements:	Key Vocabulary:	
Science- Living Things	<ul style="list-style-type: none"> Can I make comparisons? Can I classify animals into groups? Can I use keys and diagrams to classify animals? Can I give reasons for classifying different animals based on specific characteristics? Carl Linnaeus Can I investigate micro- organisms? Looking at viruses. Can I carry out a fair test? (bread test)- OVER TIME 	Classify, flora, fauna, micro-organism, species, reptile, bird, plant, fish, mammal, characteristics, amphibian, bacteria, microbe, fungi, key, comparison, group, virus,	



	National Curriculum:	Pupils should be taught to: <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics	
History	Intent:		
	National Curriculum:		
Geography		<ul style="list-style-type: none"> Can I identify the geographical features of the UK? Can I use geographical vocabulary to explain my location? Can I use an eight- point compass? Can I use field work to observe and measure human and physical features in the local area? 	Mountains, hills, rivers, cliffs, planet, continent, country, county, city, town, street, village, house, population, climate, map, atlas, compass, symbol, key, observe, record, , source, desert, rural, urban, field work,
Design Technology	Intent:		
	National Curriculum:		
Art	Intent:		
	Self-Portrait <ul style="list-style-type: none"> Can you practise sketching the features of a self-portrait? Can you practise experimenting with different tones? Can you sketch your self-portrait? (photocopy for sketchbook) Can you add additional media to your self-portrait? (display) Can you evaluate your self-portrait? Can you provide feedback to a peer? Heart (removed and completed as a homework task) <ul style="list-style-type: none"> Can you sketch a heart? Can you develop my drawing? Can you refine my drawing? 	Line, tone, shade.	
	National Curriculum:	Pupils should be taught: <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	
Music	Intent:		



	National Curriculum:	
PSHE	Intent:	
	<ul style="list-style-type: none"> Can you understand what heritage is? Can you understand that there are different families with the same love? Can you show my own family make up with a family tree? Can you understand different cultures and traditions from the world and our Year group? Can you recognise and challenge stereotypes? Can you 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? Can you discuss and share my beliefs? Can you present my heritage to the class? (PRESENTATION) <p>Collective worship themes Sum1 Everyone's welcome (families) - Can I understand different relationships? Can I understand why people get married? Can I understand why relationships break down and how to cope with this?</p> <p>Collective worship themes Sum2 Money (to be added) Can I recognise that spending decisions are based on priorities and needs over wants? Can I identify the different ways to track money? Can I identify the skills I have that I will use in my future career? Can I identify a range of routes into careers? (e.g. university, apprenticeships)</p>	
	National Curriculum:	
Religious Studies	Intent:	
	National Curriculum:	
Computing	Intent:	
	<ul style="list-style-type: none"> Can you understand how to use a computer e.g. using shortcuts, saving files in folders and using a keyboard? Can you choose copyright free images and audio and understand why this is important? Can you develop my understanding of online safety and laws? Can you create a strong password and gamer tag? 	<p>Short cut, save, folder, copyright, images, phishing, grooming, digital footprint, social media, consent, age restrictions</p> <p>Search, search engine, Google, Bing, Yahoo!, Swisscows, DuckDuckGo, refine</p>



	<p>E-Safety – Project Evolve Strand 1 – Self Image and Identity Strand 2 – Online Relationships See Project Evolve Document.</p> <p>Teach Computing Unit 1: Internet Communication</p> <table><tr><td>Can you identify how to use a search engine?</td></tr><tr><td>Can you describe how search engines select results?</td></tr><tr><td>Can you explain how search results are ranked?</td></tr><tr><td>Can you recognise why the order of results is important, and to whom?</td></tr><tr><td>Can you recognise how we communicate using technology?</td></tr><tr><td>Can you evaluate different methods of online communication?</td></tr></table>		Can you identify how to use a search engine?	Can you describe how search engines select results?	Can you explain how search results are ranked?	Can you recognise why the order of results is important, and to whom?	Can you recognise how we communicate using technology?	Can you evaluate different methods of online communication?	<p>Index, crawler, bot, search engine Ranking, search engine, search engine optimisation, links, web crawlers Searching, search engine, web crawler, content creator, selection, ranking Communication, internet Communication, public, private, one-way, two- way, one-to-one, one-to-many, SMS, email, WhatsApp, blog, YouTube, Twitter, BBC Newsround</p>
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Can you describe how search engines select results?									
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Can you recognise why the order of results is important, and to whom?									
Can you recognise how we communicate using technology?									
Can you evaluate different methods of online communication?									
<p>National Curriculum:</p>	<p><i>Pupils are taught to:</i></p> <ul style="list-style-type: none">• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact								