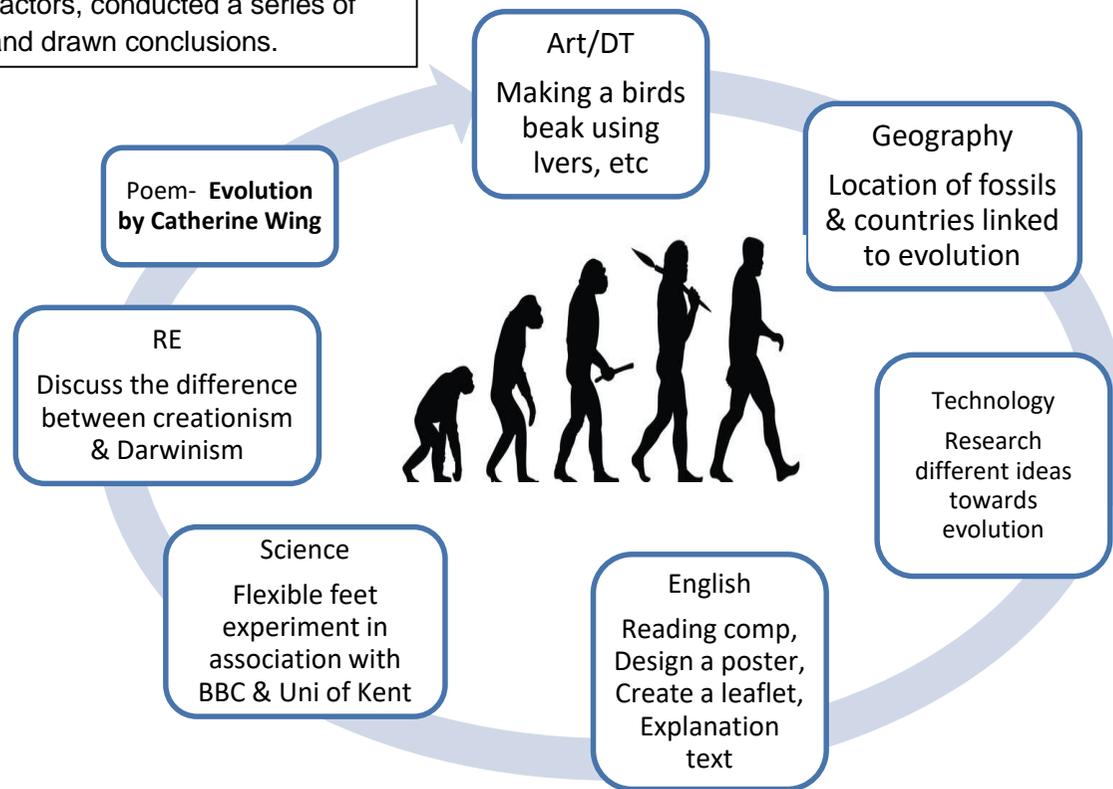


Spring 1 Curriculum Unit –Year 6

At the end of this unit children will have identified key factors, conducted a series of observations and drawn conclusions.



Key Learning:-

To describe that adaptation leads to evolution

To recognise how and why the human skeleton has changed over time

As scientists, we will analyse the advantages and disadvantages of specific adaptations. Also compare how living things are adapted to survive

As writers, we will write an explanation text. We will also produce a leaflet explaining the life of Charles Darwin.

We will develop our skills in **using technology by** understanding how levers, pullies, hinges, sliders work. We will also develop our knowledge about movement, eg linear, rotary

4 Rs Resourcefulness Reciprocity Reflection, Resilience	Oracy	Be excited and curious to learn	Spirituality: soar in faith	Nurture: soar in talents	Wisdom	Serve others courageously
<ul style="list-style-type: none"> Attention to detail when describing skulls and skeleton When building a beak ensure all functions work as planned 	<ul style="list-style-type: none"> Verbally describe findings Work well in pairs for leaflets and designing 	<ul style="list-style-type: none"> Why have the skulls changed over time? Why are there so many beak designs? 	<p>How does evolution theory link to creation theory?</p> <p>Did emotions evolve as well or where they there all along?</p>	<p>Was evolution linked to the development of our brains?</p> <p>Do our talents allow us to evolve further?</p>	<p>How has the skeleton evolved from prehistoric man to modern man?</p>	<ul style="list-style-type: none"> Working together to create leaflets, posters, beaks etc Responding to others' work critically

1 Pre-exposure	2 Preparation	3 Initiation & acquisition	4 Elaboration Incubation & memory encoding	5 Verification & confidence checking	7 Celebration & integration
<p>Children will be made aware of the new focus for learning in previous term</p> <p>Letters to parents prev term</p>	<p>How has the human skull changed over time?</p>	<p>Teacher to provide necessary knowledge to develop skills and understanding.</p>	<p>Children will have opportunities for individual research and group work to practise their understanding. Children will develop their learning in different ways e.g. art, science, English geography and music.</p>	<p>Children will present their learning in different ways Including: presentations; posters for display; information leaflets, discussion with peers. Question and answer session</p>	<p>Poss Trip to Liverpool Museum</p>
<p>Links to British Values Investigating how a British scientist was influential in changing opinion</p>			<p>Other Resources You tube videos, music, information texts, artefacts</p>		
<p>Parent and Wider Community Involvement Research ideas Support children with the conflicting idea of evolution over creation. Discuss and research fossils – creating one for creative homework over half term break Poss Visit to Liverpool World Museum</p>			<p>Use their talents and deeper understanding to benefit others See individual Subject policies for ideas and examples</p>		