Year 6 - Evolution and Inheritance (Biology)
Working Scientifically Focus: Asking Questions

Prior learning:

Year 2:
- Identify that most living things live in habitats to which they are suited.
- Notice that animals, including animals, have offspring which grow into adults.

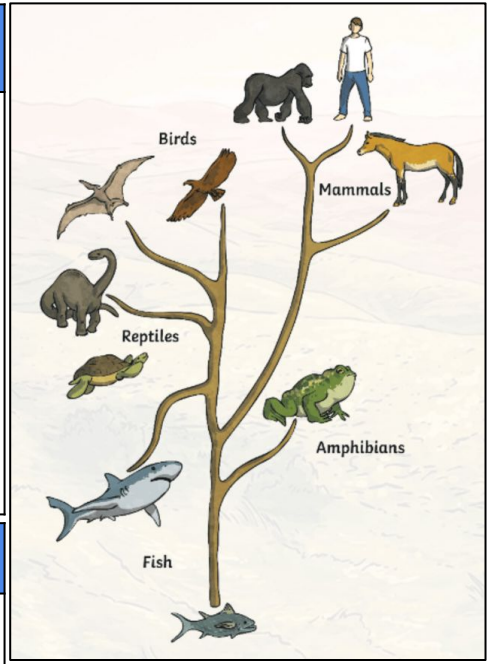
Year 3:
- Explore the parts that flowers play in the life cycle of flowering plants.
- Describe in simple terms how fossils are formed.

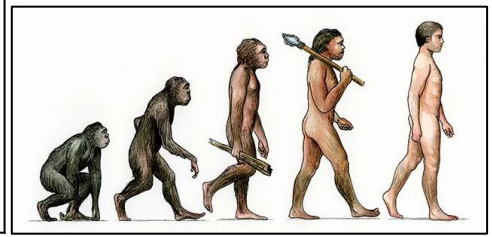
Year 4:
- Recognise that environments can change and this can sometimes pose dangers to living things.

Year 5:
- Describe the life processes of reproduction in some plants and animals.

In this topic, we are learning to:

- 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.





Key Vocabulary:

Offspring	The immediate descendants of a person or organism.
Sexual reproduction	Where new organisms are produced from the fusion of a male sex cell with a female sex cell.
Characteristics	The distinguishing features or quality of something.
Adapted	The process of changing so an animal or organism can become better suited to its surrounding environment.
Inherited	When living things reproduce and pass on characteristics to their offspring.
Species	A group of similar organisms that are able to reproduce.
Fossils	The remains or traces of plants and animals that lived long ago.

Questions you will know the answers to…

How have living things changed over time?
How are we similar/different to our families?
Does adaptation always lead to evolution?

Working Scientifically Assessment Focus:

ASKING QUESTIONS

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry.
- Given a wide range of resources, decide for themselves how to gather evidence to answer a scientific question.
- Choose a type of enquiry to carry out and justify their choice.
- Recognise how secondary sources can be used to answer questions that cannot be answered through practical work.