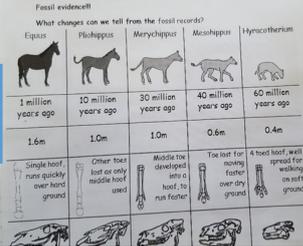
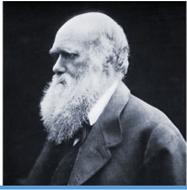


Woodley Primary School – Knowledge Organiser

Science Focus:		Evolution & Inheritance	Year 6	Spring 1
Key Vocabulary		Prior Knowledge		
Spelling	Definition		What I should already know ...	
Evolution	Change over time; the process by which modern living things have descended from ancient living things		Year 2:	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
Fossil	The preserved remains or traces of ancient organisms		Year 3:	Describe in simple terms how fossils are formed when things that have lived are trapped within rock
Adaptation	An inherited characteristic which increases a living thing's ability to survive and reproduce in its environment		Year 4:	Recognise that environments can change and that this can sometimes pose dangers to living thing
Natural selection	The process by which living things that are most suited to their environment survive and are able to reproduce		  <p>Charles Darwin</p>	
Species	A population whose members can breed and produce fertile offspring			
Theory	A well supported explanation for a scientific idea			
Inherited characteristic	a feature or ability that is passed on to offspring from one or both parents			

What I will know at the end of the unit	
Objectives for the unit:	<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>
Working Scientifically:	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Using test results to make predictions to set up further comparative and fair tests.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
Facts:	<p>That living things produce offspring of the same kind, but usually offspring vary and are not identical to their parents, Identify how animals and plants are adapted to their environment in different ways in order to survive and adaptations may lead to evolution,</p> <p>Recognise that living things have changed over time and fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Know how the theories of Charles Darwin contributed to our understanding of evolution and have some awareness of how he came to these theories.</p>

Possible Experiences

(Any visits, experiments, guest speakers, curriculum days, home / school projects etc.)

Living Things		Habitat	Adaptive Traits
polar bear		arctic 	Its white fur enables it to camouflage in the snow.
camel		desert 	It has wide feet to make it easier to walk in the sand.
cactus		desert 	It stores water in its stem.
toucan		rainforest 	Its narrow tongue allows it to eat small fruit and insects.

