# This is me...

## Entry Task

Explore a range of fossils, bones, images and videos to discuss what they can tell about how animals, plants and humans have changed over time. Hold a class debate to discuss why they think these changes have occurred.

## What to revisit?

Year 1—5—Biology—what plants and animals need to survive. Key features of plants and animals. Structure of plants and animals in comparison to one another.

Year 5- changes in humans as they grow old.

## Big Question

What makes us who we are?
How have we (along with plants and animals) evolved to allow us to survive?

## Threads

Humanity, adaptation, belief, legacy,

How much of our personality, appearance and future is influenced by genes, upbringing and environment? (Nature vs Nurture debate)

What are the similarities and differences of physical features within our class? Can I devise a classification key to show this?

What finger print type is most common in our class? What different fingerprint categories are there?

How does a persons height compare to their foot lengths and arm span?

How do the police / detectives solve crimes using DNA? Can I solve a 'crime scene' exploring finger prints, foot lengths and DNA?

Is height an inherited feature or does upbringing and environmental factors affect height?

What are the genetic characteristics of our class? Can we record our results and analyse them to identify patterns in data?

What characteristics have we inherited from our parents?

What variation is there between offspring produced by living things? Are they identical to their parents?

How do the geographical features, locations and environments differ to where we like to spend time? Why have I chosen this particular place? Humanity

From analysing fossils, what can we tell about the change over time? What do we know about life on Earth millions of years ago?

Explain in detail how Mary's Annings work lead to what we know today about fossils, animals and plants.

What is adaptation? How have a range of animal species adapt to their environment? How have humans adapted?

How do animals transfer water and nutrients? Do all animals do this in the same way?

What is evolution? How have plants and animals evolved over time? (giraffes, arctic fox, elephants, horses)

Who was Charles Darwin? What did he believe? How did he develop his ideas on evolution?

What did Charles Darwin discover at the Galapagos islands? What legacy did he research leave behind?

What does 'natural selection' mean? How has evolution and adaptation led to this?

## Celebration/Evaluation

In small groups, create a presentation to present to the class and teacher's, the knowledge they have developed.

## Key Vocabulary

As a scientist, I will use...

evolution, natural selection, variation, advantageous, adaptation, characteristics, fossils, offspring, DNA, inherit

## Curriculum Passport Challenge

To create a diagram using a range of materials (clay, Modroc, recycle cardboard) which shows the evolution of either humans or a chosen animal.

DRIVER SUBJECT IS SCIENCE