

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 we think these changes have occurred.



This is me...



Big Question

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

Written Narrative: How has crime, and the way it is punished, evolved over time? How have attitudes

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?

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

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

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

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

From analysing fossils, what can we tell about the change over time? What do we know about life on Earth millions of years ago? How does Mary's Annings work lead to what we know today about fossils, animals and plants?

What do we mean by **crime and punishment**? What have been some of its main features over time?

Celebration/Evaluation

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

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.

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.

Year 3—6—History—Crime and punishment

Threads

Humanity, adaptation, belief, legacy, crime & punishments, change

Key Vocabulary

As a scientist, I will use...

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

As a historian, I will use...

Civilisation, parliament, rulership, analysis, interpretation, justice, evolved, legacy,

How have our views about **crime** changed over time?

Over time, which have been the main types of **crime** that have been most worrying?

Enquiry: How and why have **punishments changed over time**?

What have been some of the main changes to the types of **crime** committed?

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

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

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

What is evolution? How did Charles Darwin contribute to this? How have plants and animals evolved over time? (giraffes, arctic fox, elephants, horses)