

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: Science (biology)

YEAR: B

TERM: Summer

YEAR GROUPS: 5/6

KEY QUESTION: Why can't I roll my tongue?

PREVIOUS KNOWLEDGE *We would expect most children to already be able to:*

- Say what reproduction is.
- Explain what a habitat is and show an understanding of adaptation.
- Say what fossils are.
- State the seven life processes.

End of Unit Objectives

<i>Some children will not yet have met what is expected and show they are emerging because they can:</i>	<i>Most children will show that they have reached the expected level because they can:</i>	<i>Some children will have gone beyond the expected level and show that they are exceeding because they can:</i>
• Understand that there are variations between individuals of the same species. KQ1 • Describe the steps of fossilisation. KQ2 • Classify organisms, putting them into groups according to key features. KQ3 • Describe extinction and some of its causes and show an awareness of the sequence of evolution. KQ4 • Describe evolution and explain the sequence of human evolution. KQ5	• Understand how Darwin reached the conclusion that the organisms that are able to adapt to their environment best are most likely to survive. KQ1 • Describe the fossil record and its significance in providing evidence for evolution e.g. exploring and explaining the evolution of flight in birds through the fossil record. KQ2 • Identify the organisms of given animal kingdoms. KQ3 • Explain a geological era and link the evolution of different organisms to eras. KQ4 • Identify the main factors in helping humans to survive and identify threats to different species. KQ5	• Understand that over time, the characteristic that makes survival more likely, becomes more common as a species evolves. KQ1 • Identify scientific evidence used to support or to refute ideas and explain why parts of the fossil record are missing. KQ2 • KQ3 • KQ4 • Investigate organisations working to ensure the survival of species in order to prevent extinction. KQ5

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Verbal responses during discussion in lessons and verbal and written explanations.
- Organised approaches to investigations
- Evidence of accurate observations and measurements

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

- A variety of resources including museum exhibits

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- Reading: class novel (*Darwin's Dragons*) and its link to the topic
- Writing – link with the text: *Varmints* and report: *What happened to the dodo?*

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Uses unfamiliar equipment.
Works hard	Responds to pink marking in order to further understanding and tries practical activities again when they do not go to plan.
Concentrates	Completes tasks within the given time frame and stays on task.
Self-motivates	Makes decisions about practical tasks.
Imagines	Extends thinking to different contexts.
Improves	Makes additions or corrections based on feedback and checks results.
Understands others	Works co-operatively as part of a group.
Doesn't give up	Perseveres with challenges that are set.