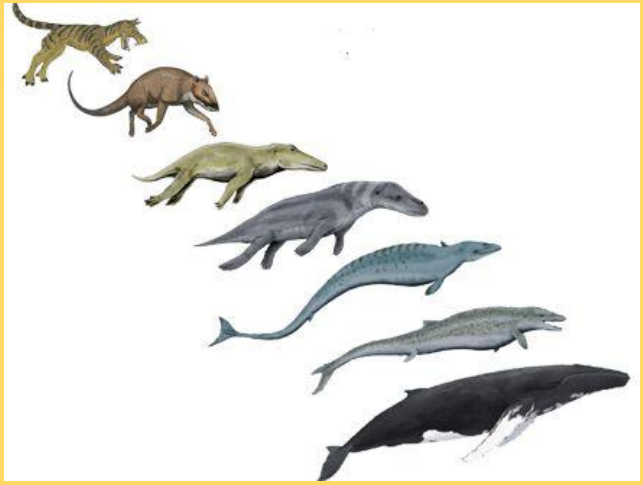
AWE AND WONDER

TOPIC: THE VOYAGE OF DISCOVERY



OVERVIEW:

Join us on a journey of discovery, following Charles Darwin's voyage on the HMS Beagle around the world. This will be our vehicle in researching what Darwin saw, his findings throughout the voyage, evidence and how this ultimately ended up with his theory of evolution. During this topic, the children will build on geography knowledge to learn about the regions Darwin visited and how animals have adapted to live in these environments. To bring this topic to life we shall utilise the incredible footage from Planet Earth II and 7 Worlds, One Planet as well as visiting the rainforest biome at the Eden Project to imagine what it would have been like to enter the Venezuelan rainforest for the first time while also investigating first hand, how not only animals but plants too, have adapted in their environment.

CULTURAL CAPITAL:

Climate Change

Evolution

Charles Darwin

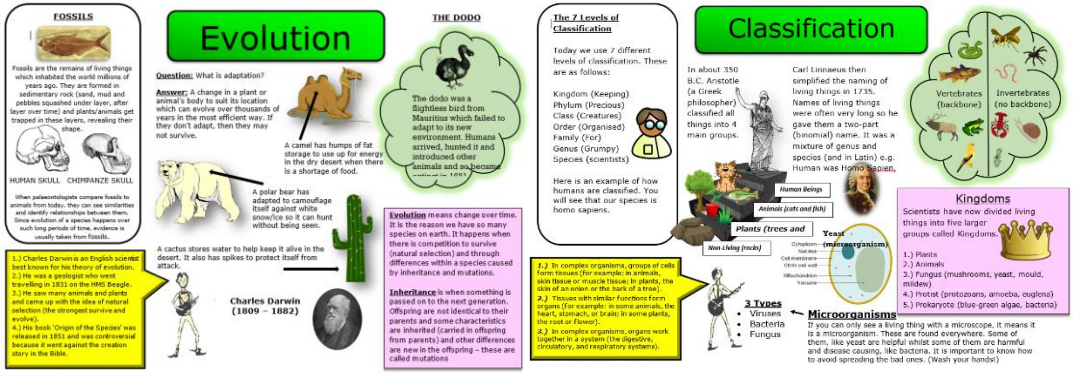
Mary Anning

Books:

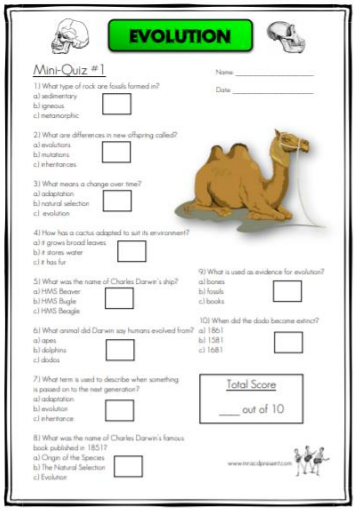
Malamander – Thomas Taylor

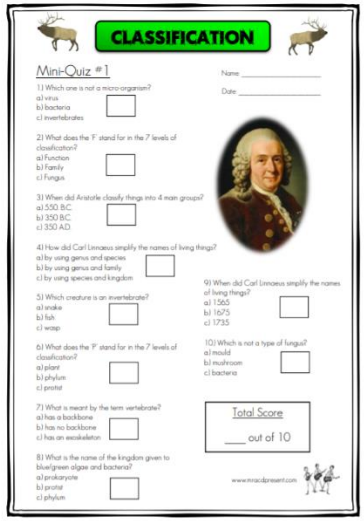
Moth

KNOWLEDGE:



ASSESSMENT:





New Knowledge: Science	Vocabulary
<u>Inheritance</u> - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents in the context of inheritance. <u>Adaptation</u> - Identify how animals and plants are adapted to suit their environment in different ways in the context of environmental variation. <u>Theory of Evolution</u> - Identifying scientific evidence that has been used to support or refute ideas or arguments; Identify how adaptation may lead to evolution by examining the theories of evolution constructed by Darwin and Wallace. - <u>Evidence for Evolution</u> - Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of plants and animals. - <u>Evidence for Evolution: Humans</u> - Evidence for Evolution: Humans Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of human beings. <u>Adaptation, Evolution and Human Intervention</u> - Identify how adaptation may lead to evolution by examining the advantages and disadvantages of specific adaptations and the role of human intervention in the process of evolution. • I can explain how adaptations can result in both advantages and disadvantages.	Classify, classification, omnivore, herbivore, carnivore, invertebrate, insect, reptile, bird, amphibian, mammal, fish, habitat, species, extinct, Food chain, producer, predator, prey, Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics Random genetic mutation, Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics

Knowledge: Geography	
<u>Locational knowledge</u> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <u>Place knowledge</u> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America <u>Human and physical geography</u> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts.	Continents, oceans, Pangaea, equator, equatorial belt, Axis, tilt, rotate, overhead, hemisphere, north, east, south, west, tropical, tropics of cancer and Capricorn, Climate, Climate zone, meridian, time zones, longitude,

<u>Geographical skills and fieldwork</u> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	latitude, biomes, aquatic, desert, forest, grassland, and tundra.