**YEAR 6 EVOLUTION AND INHERITANCE KNOWLEDGE ORGANISER Leighton Primary School.**

**KEY VOCABULARY AND SPELLINGS:** Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils

**Variation -** a change or slight difference in condition, amount, or level, typically within certain limits.

**Characteristics -** a feature or quality belonging typically to a person, place, or thing and serving to identify them.

**Species -** a group of living organisms consisting of similar individuals capable of exchanging genes

**Fossils** – preserved remains of a living thing from the past

**Adaptation** – the process of change so that an organism or species can become better suited to their environment

**Environment** – the surroundings or conditions in which a person, animal or plant lives

**Evolution** – the process by which different kinds of living organisms are believed to have developed from earlier forms during the history of the Earth

**Inherit** – to gain a quality, characteristic of predisposition genetically from a parent or ancestor

**Darwin's finches** (also known as the Galápagos **finches**).

**Ancestor** – a person from who one is descended

**Offspring** - a person’s/animal’s child or children

**Sexual reproduction** – the mating and production of offspring by animals

Charles Darwin—Charles Darwin’s theory of evolution by natural selection is the foundation upon which modern evolutionary theory is built.

Key Skills:

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

****Be introduced to the idea that characteristics are passed from parents to their offspring, i.e. different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles.

 Appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes’ necks got longer

 Find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.



Key Questions:

What is Evolution? How does Evolution happen?

How do scientists learn about the past? What is adaptation?

Do you look your parents? Do all your siblings look similar?

How do certain adaptations help a species to thrive in given environments? What is a fossil?

How are birds suited to survive in the habitat they live in? Why have humans used selective breeding for animals and plants?

Where did Darwin travel to and what inspired his theory of Evolution?

Useful Links: <https://www.natgeokids.com/uk/primary-resource/charles-darwin-theory-evolution/>

<https://www.bbc.co.uk/bitesize/topics/zvhhvcw/resources/1>

<http://www.bbc.co.uk/learningzone/clips/evolution-and-fossils/5523.html>