



Year : 5/6 Term: Autumn Topic Title: Evolution Topic focus: Create

Please share this knowledge organiser with your child to help them develop their knowledge and understanding of our topic.



### What I know already:

I already understand that living things reproduce and are adapted to suit their environments. I may already have an understanding of evolution.

### What I will learn:

- I will learn that living things reproduce, pass on adaptations and may evolve over generations using the processes of natural selection.
- I will reflect on how I evolve as an artist by making adaptations to my artwork and learning new skills.
- I will learn new stitches to join materials to make a 3D fantastical creature based on close observational drawing of insects and other creatures.
- I will look at artists from different historical periods of time who have created art based around animals.

Jade Merien 2005 vs 2017



### Key Vocabulary:

Evolution & Evolve  
Adaptation & Adapt  
Natural selection  
Darwin  
Observe  
Create

**Key Concepts:** community, resilience and creativity

### Enquiry Question:

What is evolution and is it necessary?  
We will be exploring the traditional understanding of the term evolution, and also questioning what it means more broadly for individuals and society as a whole.

### Key Outcome:

For the children to have a greater understanding of the processes and implications of adaptation, natural selection and evolution in the wider context.  
To research, set-up and hold a class community cafe to showcase our artwork from the term.

### Useful websites and/or books to read at home:

National Gallery  
<https://www.nationalgallery.org.uk/>  
Natural History Museum  
<https://www.nhm.ac.uk/discover/charles-darwin-most-famous-biologist.html>



Term: Autumn

## Curriculum Map

Class: Skylarks



### Literacy

- \*Writing a piece of fiction centred around the fantastical beasts we will be creating.
- \*Writing across the curriculum, including writing recounts and explanations of what we're learning.
- \*Continue to develop confidence in applying a range of punctuation and grammar in context in their work.
- \*Closely study key texts linked to our topic.

### Science

- \*Explore reproduction in some plants and animals.
- \*Explore differences in life cycles.
- \*Recognise that fossils can help us learn about living things from millions of years ago.
- \*Understand that humans change as they age.
- \*Understand that adaptations and natural selection lead to evolution.

### PHSE

- \*Creating our class charter and considering the UN Convention on the Rights of the Child.
- \*Work on the topics of 'my feelings' and 'coping with change'
- \*Our 'No Outsiders' book this term is 'Dreams of Freedom' produced by Amnesty International.

### Maths

- \*Place value
- \*Four operations: addition, subtraction, multiplication and division.
- \*Fractions

### ICT

- \*Word processing to support our end of term art gallery.
- \*Using 3d programming to help create our fantastical creatures.

### PE

- \*Swimming lessons on alternate Fridays, building up to treading water for 2 minutes while wearing an increasing amount of clothes.
- \*Forest School alternating Wednesdays including looking at plant and animal life-cycles.
- \*PE lessons are on Tuesday.

### Religious Education

- \*This term our key philosophical question 'Is believing in God reasonable?'. We'll consider this question from a Christian and Humanist point of view and work towards writing a balanced argument.