

Evolution



Sycamore Class
Summer 2024

To design their own animal that has evolved to survive in a particular habitat.

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

I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

I can identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.

To design, make and evaluate an automata toy.

I can select from and use a wider range of tools and equipment to perform practical tasks

I can understand and use mechanical systems in products

I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose

To compare Christian and secular beliefs and opinions on creation and evolution

I can find out how Christians may interpret Genesis 1 in different ways

I can discuss views on whether Genesis 1 is conflicting or complimentary to what science says

I can understand that whilst some people see science and religion as opposites, others do not.

I can suggest why different theological theories that some Christians use to interpret the creation story may be helpful to believers.

To investigate and compare how crime and punishments have evolved through the ages.

I can describe the main changes in a period of history

I can use a variety of sources to find out about events, people and changes.

I can ask and answer questions and communicate understanding in a variety of ways