





Science Year 8 Adaptation

Year group	Subject: Adaptation
Prior learning- linked to Natioanl curriculum	<p>Year 6:</p> <ul style="list-style-type: none"> ● <i>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> ● <i>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</i> ● <i>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i>
Covid gaps	<p>There is likely to be significant Covid gaps. Teachers may wish to elicit these gaps using the short 10 question quizzes available in the modules listed above and then explicitly teach these.</p> <p><i>Key Gcse concepts that need to be retaught as the students have missed periods of learning due to covid. These are fundamental topics that need reinforcing. We will use the LATs, starter and plenary tasks to help bridge any further gaps</i></p>
Rationale	<p>By the end of KS3 students should understand the following:</p> <ul style="list-style-type: none"> ● <i>The structural adaptations of some unicellular organisms</i> ● <i>the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)</i> ● <i>the structure and functions of the gas exchange system in humans, including adaptations to function</i> ● <i>the adaptations of leaves for photosynthesis.</i> <p>(Year 9) <i>Genetics and evolution Inheritance, chromosomes, DNA and genes heredity as the process by which genetic information is transmitted from one generation to the next</i> <i>a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model</i> <i>differences between species</i> <i>the variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation</i></p>
Vocabulary:	<p>Keywords</p> <p> Keywords.docx</p>

Cultural Capital:	
Key assessments- name the assessments	<p>Big question <i>"Explain what DNA is and how the model of DNA developed.[QWC. 6 marks]."</i></p> <p> 19.5b lat.docx</p> <p> Big Question-Marking grid</p> <p>End of module test</p> <p> B2 Test.pdf</p>
What do children know/ can do now (EDSM)	<p>Test marks-</p> <p>Emerging - 20%</p> <p>Developing - 40%</p> <p>Securing - 60%</p> <p>Mastered - 80%</p>