

Topic: Evolution and inheritance	Year 6 Age 10-11	Title: Fossil habitats
Working Scientifically Review: Identifying scientific evidence that has been used to support or refute ideas or arguments.	Conceptual Knowledge Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	
Assessment Focus		
<ul style="list-style-type: none"> • Can children use evidence (from fossils or research) to develop ideas? • Can children discuss whether evidence supports ideas? 		
<p>Activity <i>Today we are going to be palaeontologists.</i> Provide children with photos (or better still real or resin) fossils (trilobite, ammonite, ichthyosaurus). Discuss what the animals could have looked like- back up with evidence using secondary sources. Discuss what they could have eaten (link to teeth) or where they could have lived (provide details of where fossils found). Children to design a habitat that the animal could have survived in when it was alive millions of years ago. Draw and label the creature in its habitat. Make comparisons to modern creatures. e.g. whales- sea living prehistoric creatures, birds to many prehistoric creatures.</p> <p>Adapting the activity Support: Provide examples of animals alive today that have similar physical characteristics. Provide list of habitats to prove/disprove. Extension: Make food webs for the prehistoric creatures using secondary sources, arrange in time order, find examples of creatures alive today that share characteristics supporting evolution Other ideas: research palaeontologists, top trumps of fossils, models to demonstrate, explanation writing about fossil formation.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • What is a fossil? How was it made? (The rock has filled the gap where the animal was, so not the remains of an animal). • What do fossils tell us? • What do you think it looked like? How can you tell? • What do you think it ate? How can you tell? • Where do you think it lived? How can you tell? 		
Assessment Indicators		
<p>Not yet met: Can identify physical characteristics from fossil evidence and can explain what a fossil is in simple terms.</p> <p>Meeting: Above, plus can suggest where the creature might have lived, and what we can learn from fossils using correct scientific vocabulary</p> <p>Exceeding: Considers what can be known about appearance, habits and habitats from fossil evidence. Describes potential sources of error.</p>		