



# **Year 6**

## **Evolution Lesson 1**

**wb 8<sup>th</sup> June 2020**



## Starter - Discuss

- ***‘Plants and animals have not changed for millions of years.’***



**Suggest**

***Can you think of any animals or plants that used to live on Earth but no longer exist?***



# Some animals and plants no longer exist on earth

- lots of different dinosaurs
- Dodo
- Great Auk
- Sabre-toothed cat
- Quagga



These are called **EXTINCT**

What does extinct mean?





# Main Teaching Summary



Animals like the dinosaurs have been extinct for millions of years, but other creatures, such as the quagga have only become extinct more recently.

Why do you think that they have become extinct?



This website gives you some more information about extinction and other animals which have become extinct.

<http://www.oum.ox.ac.uk/thezone/animals/extinct/define.htm>



# Plants also become extinct

Plants have also become extinct, for example the St Helena Olive.

The last remaining tree in the wild died in 1994, remaining individual in cultivation died in Decen despite conservation efforts. It is thus a prime e species and genus [extinction](#)

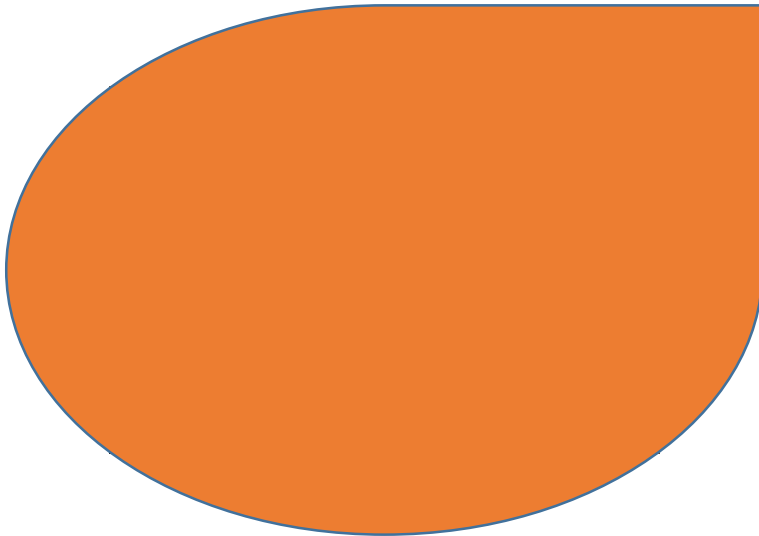




# ***So, how do we know about life millions of years ago?***

Can you think about how we know about animals which lived so many millions of years ago?

Slowly reveal the pictures under the shapes to find out





# ***What is a fossil?***

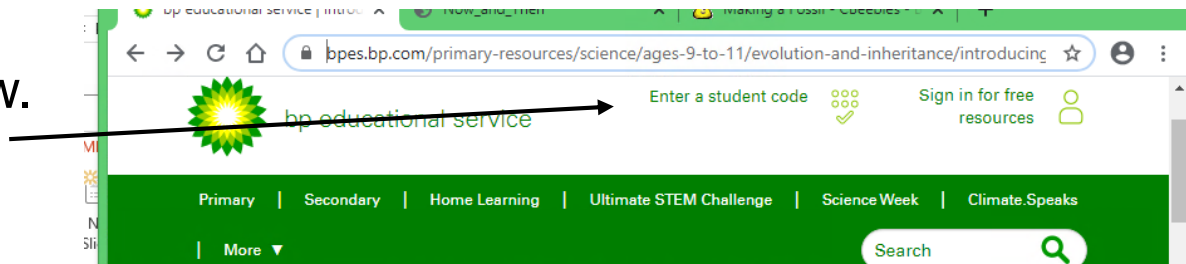
<https://bpes.bp.com/primary-resources/science/ages-9-to-11/evolution-and-inheritance/introducing-evolution-and-inheritance/>

Watch the first 2 videos

- 1) What are fossils? video
- 2) Introducing rocks and fossils video

To access this resource, ask your students to:

- - click on 'Enter a student code' (top right on all pages if you are not logged in)
- - enter the code below.
- Student code: 31291







# Activity 1

Write a short paragraph to explain how fossils are formed.

Use diagrams to help illustrate your explanation.



# How are fossils formed?

- Some animals were quickly buried after their death (by sinking in mud, being buried in a sandstorm, etc).
- Over time more and more '**sediment**' (sand or mud) covered the remains.
- The 'softer' parts of the animal rots away or **decays**, but the harder parts, such as teeth and bones are left behind and become encased (covered in) sediment.
- Over time these parts of the animal turned into **fossils** by leaving an imprint in the sediment.



## Activity 2

- I can look at pictures of fossils to find clues about the adaptations these animals had.
- I can think about how these fossils give us clues as to what these animals looked like and how these animals have changed over time?



## Example

**Trilobite:** Trilobites roamed the oceans for over 270 millions years and are known to have first lived about 520 million years ago.

What two adaptations helped trilobites stay safe on the ocean floor?

They had a shell on the outside of their body

They would roll up in a ball like a woodlouse

- Complete the activity on the worksheet provided





# Extra reading and research

- [http://fossilsforkids.com/Now\\_and\\_Then.html](http://fossilsforkids.com/Now_and_Then.html)