

Rocks: Fantastic Fossils

Aim: Describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to. I can explain how fossils are formed.	Success Criteria: I can explain the difference between a bone and a fossil. I can order the steps of how a fossil is formed.	Resources: Lesson Pack Scissors Glue sticks If available, example of real fossils or models of fossils
	Key/New Words: Fossil, sedimentary, fossilisation, animals, bones, chemical fossils, change, body fossils, trace fossils, layers, pressure, coprolite, trackways, footprints.	Preparation: Fossilisation Process Activity Sheet - 1 per child Fossilisation Process Cards - as required Dinosaurs and Their Fossils Sort Cards - 1 per pair

Prior Learning: Children will have learnt how sedimentary rocks form in lesson 1.

Learning Sequence

	Are Dinosaurs Real? Children discuss the question with their talk partners and explain how they know if dinosaurs are real. Children feedback. It would be useful to play devil's advocate in order to question children deeper about what they really know about the subject. End the discussion with the fact that we have discovered their bones or more specifically their fossils.	
	Bones or Fossils? / Body Fossils / Trace Fossils: Read the information on the IWB explaining the difference between bones and fossils. Fossilisation Process: Go through the fossilisation process step by step on the IWB. What do you think we only find fossils in sedimentary rock? Why not igneous or metamorphic rock? Children to sit in pairs with the Fossilisation Process Cards which they will order.	
	Order the Fossilisation Process: Children to use the differentiated Fossilisation Process Activity Sheets to order the fossilisation process. <div> Children work with an adult in a small group. Mix up the Fossilisation Process Cards. Children reorder them and state what is happening in each picture. Each child writes up a sentence for a picture. Adult take pictures of the card with the sentence. All pictures for the group printed out and placed in each child's book. </div> <div> Children order the pictures in sequence and match the correct sentence with each picture describing the fossilisation process. </div> <div> Children order pictures and write a corresponding sentence. </div>	
	Dinosaurs and Their Fossils: In mixed ability pairs children match animals and their fossils using the Dinosaurs and Their Fossils Sort Cards . Ask a selection of children to explain how they came to their conclusion. Why do we have fossils for some animals and not others?	

Task

- Posterit:** Children create a poster using the differentiated [Fossil Poster Activity Sheet](#) explaining what happens to fossils in different types of rocks and draw a picture to illustrate.
- Modelit:** Children make a model using clay, mock rock or any other suitable material. The model should include both the rock and the fossils.