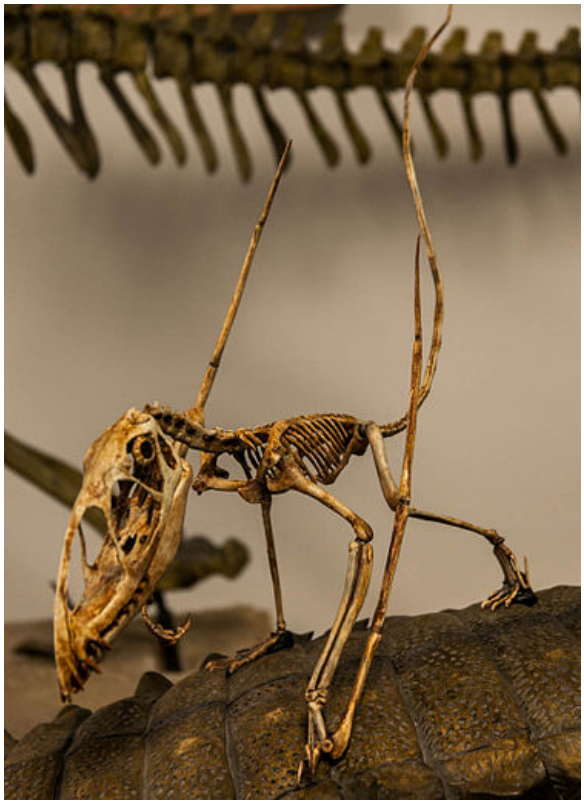
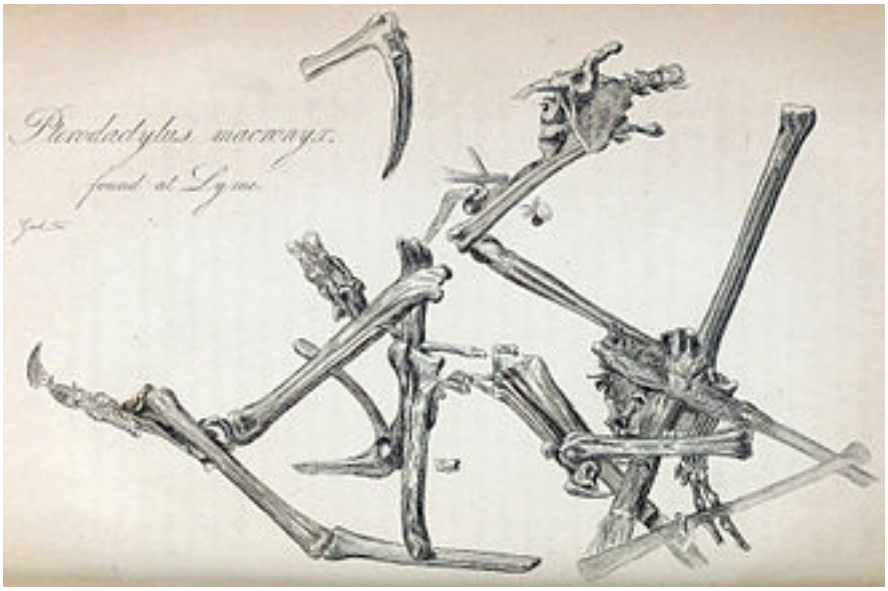
Anning fossils

Ammonite

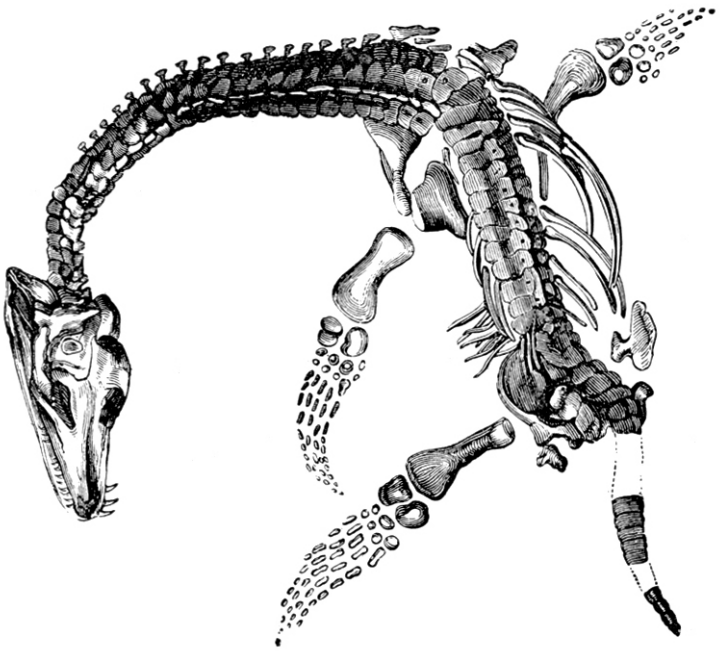
Ichthyosaurus

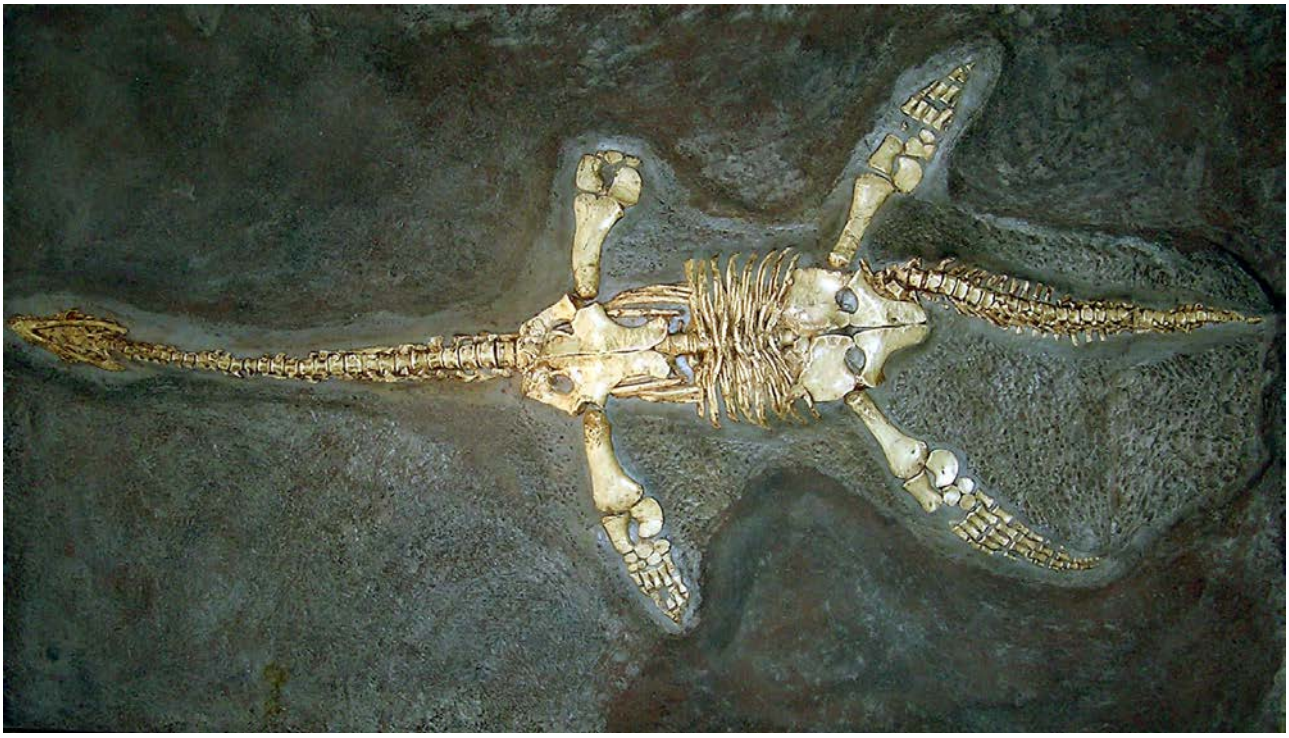
Dimorphondon





Pleisiosaur





Plants

Scientist challenges

Mary Anning scientists

Key question: how does the fossil record support the theory of evolution through extinct and/or common ancestors?

Look carefully at the fossil evidence and sketches and note:

- **Modern creatures and plants that they remind you of**
- **Features that you recognise from living creatures and similarities to know creatures in terms of anatomy**
- **The evolutionary 'purpose' of certain features – how do you think such characteristics helped the creature to survive?**

Charles Darwin scientists

Key question: how do anatomical observations help support the idea of natural selection?

Look carefully at Darwin's finches (https://www.nhm.ac.uk/schools/teaching-resources/galapagos-finches-show-beak-differences.html and https://www.pbs.org/wgbh/evolution/library/01/6/image_pop/l_016_02.html) **and note:**

- **How the finches are similar and different**
- **The individual shape and specific function of beaks in terms of the food they are most suited to eating**
- **The impact of the environment on the survival of finches with specific beak characteristics**

Alfred Wallace scientists

Key question: why do brightly coloured caterpillars survive even though they are brightly coloured and can be seen by predators?

- **Research online a range of 'successful' (surviving) caterpillars that are brightly coloured and suggest why they have been selected for survival**
- **Can you suggest other theories for why some animals are brightly coloured or 'mimic' larger animals – how does this help them to survive?**