




















Evolution and Inheritance: Evidence for Evolution: Humans

Aim: Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of human beings. I can understand how human beings have evolved.	Success Criteria: I can identify adaptive traits in humans as a species. I can describe the known stages of human evolution. I can compare modern humans with members of the same genus and family.	Resources: Lesson Pack
	Key/New Words: Human, evolution, adaptation, apes, mammals, homo sapiens, family, genus, species, taxonomy.	Preparation: Human Evolution Skull Diagram - as required Human Evolution Faces Diagram - as required Human Evolution Activity Sheet - 1 per child

Prior Learning: Children will have learnt about adaptive traits in Lesson 2, the Theory of Evolution in Lesson 3 and examined fossil records in Lesson 4.

Learning Sequence

	Controversy of Human Evolution: Explain why the idea of human evolution was a controversial idea and how it was received. Evidence for Human Evolution: Highlight the main sources of evidence that supports the idea of human evolution. Biological Taxonomy: Explain the classification categories that will be referred to in this lesson.							
	Order, Family or Genus? Children sort the pictures into the three categories based on physical features. <i>Why do you think it is more /less closely related to humans? What similarities and differences can you see?</i> Reveal answers and discuss any errors or misconceptions that have arisen.							
	Human Evolution Timeline: Explain the current understanding of how humans evolved. Address the fact that this is a field of study where new discoveries are common and there are competing theories e.g. whether Homo Neanderthalensis is a different species and where our genetic inheritance comes from.							
	Human Evolution: Using the differentiated Human Evolution Activity Sheet , children compare the known hominins in terms of physical appearance and skeletons. <table style="width: 100%; margin-top: 10px;"> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">Children compare modern humans with Australopithecus Afarensis.</td> <td style="text-align: center;">Children compare modern humans with Homo Neanderthalensis, and Australopithecus Afarensis.</td> <td style="text-align: center;">Children to select and compare modern humans with three different human ancestors of their choice using the Human Evolution Faces Diagram and Human Evolution Skulls Diagram.</td> </tr> </table>				Children compare modern humans with Australopithecus Afarensis.	Children compare modern humans with Homo Neanderthalensis, and Australopithecus Afarensis.	Children to select and compare modern humans with three different human ancestors of their choice using the Human Evolution Faces Diagram and Human Evolution Skulls Diagram .	
								
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	Shared DNA Quiz: Children play the quiz and decide on what percentage of DNA we share with other living things. <i>How does this evidence support the idea of evolution?</i>							

Taskit

Researchit: Children select one of the animals from the [Human Physical Appearance Diagram](#) and, using the [Ancestors Information Sheet](#), research different aspects of its life.

Filmit: Children write a short play script and create a short film explaining the known stages of human evolution.

Wordsearchit: Children complete the differentiated [Evolution Wordsearch](#) containing key words learn in this lesson.