



History Learning Journey - Dinosaurs			Year 1	
Key Question- What was Mary Anning and why was she so special?			Summer Term 1	
Theme Overview			Project Outcomes	
In this history unit, the children will be exploring significant events beyond living memory and the lives of significant individuals. The children will learn about the life and achievements of Mary Anning, and she has inspired others today			Write a caption to go next to the painting of Mary Anning at the museum.	
Educational Visits to support learning : Oxford Museum of Natural History				
Skills Focus	Key vocabulary	Books to read within lessons	Timeline of Events	
<p><b>Main Skills Focus:</b></p> <ul style="list-style-type: none"><li>• To know how the people and events they study fit into a chronological framework</li><li>• To look at evidence from the past and talk about what it shows</li><li>• To be taught about the lives of significant individuals in the past who have contributed to national or international achievements</li></ul> <p><b>Linked Skills Focus:</b></p> <ul style="list-style-type: none"><li>• Can talk about 'the past' and 'the present'</li><li>• Understand what a timeline is and how it is used</li><li>• To know that significant people have an impact on life today</li></ul>	Mary Anning, fossils, curiosities, Lyme Regis, skeleton, ancient, dinosaur, palaeontologist, remains, extinct		1799 Mary Anning was born in Lyme Regis, UK She sold curiosities to tourists When she was 11 her father died 1811 When she was 12 she discovered a full ichthyosaurus skeleton. 1823 Anning discovered a complete skeleton of a plesiosaurus 1847 Anning died	

The intent behind teaching history skills at Mrs Bland's Infant School.	Sequence of Learning		
<ul style="list-style-type: none"> <li>To ignite children's curiosity and enthusiasm about the past</li> <li>To develop knowledge about the past</li> <li>To ask perceptive questions, think critically and weigh evidence</li> <li>To understand and talk about similarities and differences between the past and present</li> </ul>	<p><b>Lesson 1</b> <b>LI: To ask questions and learn some facts about Mary Anning</b></p> <p>Look at a historical painting of Mary Anning. Can you use clues from the picture to work out why she is remembered today?</p> <p>Look at the historical sources which tell us she's remembered today</p> <p>Put a picture of Anning on the class timeline</p>	<p><b>Lesson 2</b> <b>LI: To learn about the life of Mary Anning</b></p> <p>Use 'Stone Girl Bone Girl' (to be done in Literacy lessons) to learn about the life of Mary Anning in chronological order.</p> <p>Make a human living graph to show the 'highs' and 'lows' of Mary Anning's life.</p>	<p><b>Lesson 3</b> <b>LI: To learn about the life of Mary Anning</b></p> <p>Use the event sequencing cards to sequence the events of Anning's life.</p>
	<p><b>Lesson 4</b> <b>LI: To discuss why Mary Anning was so special?</b></p> <p>Look at different qualities of a 'great' person e.g. confident, brave, hardworking. Can you say how or when Mary Anning showed these qualities?</p> <p>Children will be taught that Mary Anning discovered several dinosaur specimens that were important in the early development of palaeontology. She is recognised now as one of the first palaeontologists but was not recognised in her lifetime.</p>	<p><b>Lesson 5</b> <b>LI: To show understanding of Mary Anning- her life and achievements</b></p> <p>Recap Mary Anning's life and achievements. How do we know she is remembered today? Look back at the original pictures we used - the photo of the plaque outside the museum which used to be her house, a photo of a Mary Anning doll made for children today etc.</p> <p>The children will write a label that might go next to her painting at the museum; with information about the life of Anning and her achievements.</p>	

