



Medium-term plan

Year group: 1		Term:	
Topic/unit: Mary Anning			
Children make progress in		Evidence for knowledge/ understanding developed	
Substantive knowledge (what we want children to know and remember)			
<ul style="list-style-type: none"> When Mary lived. Know the main events in her life. Understand why Mary was not celebrated as widely as now during her lifetime. Understand that ideas about there being dinosaurs and other creatures existing before people were only just beginning to be developed. 		<ul style="list-style-type: none"> Talks about a very long time ago, etc. Can retell the story verbally or by acting out episodes from her life. Talks about Mary not being rich/females were not expected to do that sort of thing at that time. Mentions some names used for curiosities: <i>dragons, crocodiles</i>, etc. 	
Disciplinary knowledge (use HIAS AREs)			
<ul style="list-style-type: none"> Change and continuity – can describe how some aspects of life differ from the past using simple historical vocabulary. Cause and consequence – can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions. 		<ul style="list-style-type: none"> Suggests suitable changes to the home corner to make it into Mary's home/shop. Talks about women not being allowed to do as many things as they can today, eg Mary could not go to the Geographical Society. Recognises Mary is now celebrated more than in the past and may offer reasons. Talks about Mary having to earn money by finding and selling fossils to support herself and her family, especially after the death of her father. 	
Key question to drive the enquiry to promote children's progress: why is Mary Anning famous and why were her achievements not celebrated more in her lifetime?			
Knowledge specific vocabulary		Promoting SMSC	
<ul style="list-style-type: none"> Anatomy. Coprolite. Crocodile. Curiosity. Dinosaur. Dragon. Fossil. Geological Society. Geology. Ichthyosaur. Lyme Regis. 		<ul style="list-style-type: none"> Spiritual: Moral: considers fairness of Mary's Treatment by some collectors. Social: group working/collaboration Cultural: develop awareness of the different attitudes in the past, eg to women. 	
		Cross-curricular links:	
Resources			
<ul style="list-style-type: none"> Loan box from the History Curriculum Centre. Visit to Lyme Regis/Natural History Museum. 			