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| **Text  Description automatically generatedHistory medium term plan** | | |
| **Year group:** *Y1* | | **Term:** *Summer* |
| **Topic/unit:** *Mary Anning - significant individual/events beyond living memory* | | |
| **Children will make progress with:** | | **Evidence for knowledge/ understanding developed:** |
| **Substantive knowledge:** (What children will know and remember)   * 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. | | * 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: *dragons, crocodiles etc.* |
| **Disciplinary knowledge:** (Using HIAS AREs)  Y1 ARE Change and continuity   * Can describe how some aspects of life differ from the past using simple historical vocabulary.   Y1 ARE 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. | | * 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 e.g 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 and 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:**  **Spiritual development:**  **Moral development:**  Considers fairness of Mary’s treatment by some collectors.  **Social development:**  Group working/collaboration  **Cultural development:**  Develop awareness of the different attitudes in the past, e.g. to women. |
| Anatomy  Coprolite  Crocodile  Curiosity  Dinosaur  Dragon  Fossil  Geological Society  Geology  Ichthyosaur  Lyme Regis | Marine  Natural History Museum  Palaeontologist  Plesiosaur  Pterodactyl  Reptile  Royal Society  Science  Skeleton |
| **Cross-curricular links:**  Science – looking at the world to find out how it came to be the way it is.  English – tongue twisters |
| **Resources/visits:**  Loan box from the History Curriculum Centre  Visit to Lyme Regis/ Natural History Museum | | |