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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.*
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| **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.
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| **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. |
| AnatomyCoproliteCrocodileCuriosityDinosaur DragonFossilGeological Society GeologyIchthyosaur Lyme Regis | MarineNatural History Museum Palaeontologist PlesiosaurPterodactylReptileRoyal SocietyScienceSkeleton |
| **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 CentreVisit to Lyme Regis/ Natural History Museum |