

Subject: History	Year Group: 1/2/3 Miss Bright/ /Miss Kitchin/Miss Campbell/Miss Baldi	Language Development		Term: Spring 2
Learning Objective (success criteria to be identified on Learning Objective Grids) What are you going to assess? What do you want children to learn?	Key Teaching Points What's the best activity to support that learning? What questions will you ask?	Structures I think we should... Maybe we could... This is... It looks like... First, you... Then, you...	Vocabulary Identify specific words that you need the children to understand, read and/or write	Resources
<p>Week 1 Learning Objective Identify dinosaurs</p> <p>I can</p> <ol style="list-style-type: none"> 1. Discuss what I know about dinosaurs 2. Sort dinosaur types 3. Create a theory 	<p>Connect Children into the classroom with big prints on the floor</p> <p>Activate Who could have made them? Look at the size, what creature could have left these footprints? How big do you think this creature would have been? Turn the lights off and play clip without showing the picture https://www.youtube.com/watch?v=-DSW2I7s_Ws</p> <p>Where do you think you are? How do you feel?</p> <p>Demonstrate Discuss how this half term we are going to be looking at dinosaurs and when they existed. Discuss how dinosaurs are no longer alive but we know they existed because they left behind fossils and bones</p>	<p>A dinosaur is...</p> <p>I know that...</p> <p>They are...</p> <p>I think that they would....</p>	<p>Extinct Past Fossil Bones</p>	<p>Mat with dinosaur names and pictures</p> <p>Name cards</p> <p>Dinosaur small world</p>
<p>NC changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ☑ events beyond living memory that are significant nationally or globally ☑ the lives of significant individuals in the past who</p>				

<p>have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>☑ significant historical events, people and places in their own locality.</p>	<p>Practice Watch a clip from land before time</p> <p>Apply On tables children sort small world dinosaurs under their correct names – beg questions do you think these would eat other dinosaurs or grass? Etc</p> <p>Plenary- Ask the question – Why do you think that dinosaurs no longer exist? Get children to write down on their weekly theory box why they after discussing with a partner.</p>			
<p>Week 2 Learning Object- Research dinosaurs</p> <p>I can</p> <ol style="list-style-type: none"> 1. Recall topic words 2. Write facts 3. Discuss a theory 	<p>Connect- Watch one of Andy’s Dinosaur Adventures</p> <p>Activate Flash different images of dinosaurs – can you remember what this one is called? – Recall how we know that dinosaurs existed? What can we do to find things out about dinosaurs? Pull from children that we need to dig and find their bones or fossils – show pictures/items on the carpet to show how you mean by fossils and bones</p> <p>Demonstrate - Model to children how to dig in their sandpit for bones etc and find the clues. Read it aloud and decide if we think it is right or wrong. Tell the children the answer</p> <p>Practice - Children dig for pictures, bones and dinosaurs which will have facts around them – they read them to their group and the children decided whether</p>	<p>This is true because...</p> <p>This is false because...</p> <p>I agree..</p> <p>I disagree</p>	<p>Extinct Past Fossil Bones</p>	<p>Bones Dinosaurs Fossil pictures</p> <p>Sand tray Sand Digging tools</p> <p>Clues</p>
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<p>international achievements. Some should be used to compare aspects of life in different periods</p> <p>☑ significant historical events, people and places in their own locality.</p>	<p>it is true or false (lots of learning stops to address misconceptions)</p> <p>Apply- Children write up facts of what they have learnt</p> <p>LAPS – teacher scribe</p> <p>MAPS/HAPS – work together to bullet point facts</p> <p>Plenary- Show a theory of how dinosaurs have become extinct. What do you think? Do you agree or disagree? Do you want to change your theory from last week or keep it the same? What’s your evidence to back it up? Children update their theory box</p>			
<p>Week 3</p> <p>Lesson Objective- Create a timeline</p> <p>I can</p> <ol style="list-style-type: none"> 1. Order images 2. Discuss major events 3. Write about a period of time 4. Debate a theory 	<p>Connect</p> <p>Watch another of Andy’s dinosaur adventures</p> <p>Activate</p> <p>Show images of a well-known event that has happened in the past. Invite children to put these in order and discuss how we have made a timeline. Talk about how timelines can be from a long long time ago all the way to today. Go through all the different era of dinosaur times showing using small world dinosaurs to create a practical time line</p> <p>Demonstrate</p> <p>Model how to write the name of the dinosaur time period and draw a picture or sentence to symbolise this</p> <p>Practice</p> <p>Children order their images on their tables and discuss what happened significantly at each point</p>	<p>First....</p> <p>then....</p> <p>Next...</p> <p>After....</p> <p>I think that...</p> <p>I agree/disagree because...</p>	<p>Chronological Past Events</p> <p>Triassic Period – Dinosaurs evolved, land was very dry not much greenery</p> <p>Jurassic period – Birds evolved, hot but lots of rain creating rivers greenery</p> <p>Cretaceous period – Oceans grew covering land, flowers and leafy trees spread</p> <p>Dinosaurs became extinct</p>	
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<p>have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>☑ significant historical events, people and places in their own locality.</p>	<p>Apply Children create their own timelines – differentiated (HAPS – write a sentence for each part, MAPS – Draw a picture to symbolise each stage – LAPS stick pictures in order under the right heading)</p> <p>Plenary- Show a theory of how dinosaurs have become extinct. What do you think? Do you agree or disagree? Do you want to change your theory from last week or keep it the same? What's your evidence to back it up? Children update their theory box</p>		<p>Humans evolved</p>	
<p>Week 4 Lesson objective: Explore the work of Mary Anning</p> <p>I can</p> <ol style="list-style-type: none"> 1. Discuss Mary Anning 2. Sequence events 3. Write a recount 4. Design a fossil 	<p>Connect Show video http://www.bbc.co.uk/schools/primaryhistory/famouspeople/mary_anning/</p> <p>Activate Tell children that they are going to learn about a famous person from the past. Discuss what it means to be famous and show famous people the children can relate to. Have words from the video on the WB to relate back to</p>	<p>She was...</p> <p>She lived...</p> <p>She is famous for...</p>	<p>Famous Achievement Fossils</p>	
<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>☑ events beyond living memory that are significant nationally or globally</p> <p>☑ the lives of significant individuals in the past who have contributed to national and</p>	<p>Demonstrate As a class using talk partners recall the events of Mary Anning's life which made her famous – stick pictures up as you discuss in the correct order</p> <p>Practice In small groups children order their own pictures</p> <p>Apply</p>			

<p>international achievements. Some should be used to compare aspects of life in different periods</p> <p>☑ significant historical events, people and places in their own locality.</p>	<p>HAPS – Using the sequence of pictures write about the events which made Mary Anning a significant individual</p> <p>MAPS – Sequence small pictures and write a sentence for each picture</p> <p>LAPS – Using sugar paper with a picture of mary anning in the middle children say facts which they have learnt about Mary Anning and teacher can scribe “She found fossils” “Her family was poor”</p> <p>Plenary Children design their own fossil which they can finish with colour next week (could design these on stones)</p>			
<p>Week 5 Lesson objective: I can</p>	<p>Assessment week</p>			