

Brough Primary School – Curriculum Intention

Plan 2021 - 2022



Subject: History Year Group: Year 1/2	Area of learning: Dinosaurs (Year B)	
Links to previous work/Remember when	<p>National Curriculum (Year 1)</p> <ul style="list-style-type: none"> • Guy Fawkes & the Gunpowder Plot- Events beyond living memory that are significant nationally or globally. • Changes within living memory- Where appropriate, these should be used to reveal aspects of change in national life. • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • The lives of significant individuals in the past who have contributed to national and international achievements (Alexander Graham Bell). <p>Key Skills</p> <ul style="list-style-type: none"> • Historical Enquiry (Y1)- <i>Find answers to simple questions about the past from sources of information e.g. artefacts. Begin to ask questions.</i> • Historical Enquiry (Y2)- <i>Use a source – observe or handle sources to ask and answer questions about the past on the basis of simple observations.</i> • Chronology (Y1)- <i>Sequence events in their life. Match objects to people of different ages. Sequence artefacts in chronological order.</i> • Chronology (Y2)- <i>Sequence photographs etc. from different periods of their life and explain their choices. Sequence several artefacts in chronological order (using a timeline).</i> • Chronology (Y1 & 2)- <i>Describe where different people fit within a chronological framework.</i> • Investigate historical sources (Y1)- <i>Begin to describe similarities and differences in artefacts.</i> • Investigate historical sources (Y2)- <i>Confidently describe similarities and differences from a wider collection of artefacts.</i> • Historical Significance (Y1 & 2)- <i>Describe significant individuals from the past (Alexander Graham Bell).</i> • Continuity and Change (Y1)- <i>Recognise the difference between past and present in their own and others lives.</i> • Continuity and Change (Y2)- <i>Identify differences between ways of life at different times.</i> 	
Term	Year 1/2	Key Skills to be taught
Spring 2022 What the children should know at the end of this series of lessons		<p>National Curriculum</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally (a dinosaur planet). • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods (a dinosaur planet - extinction of dinosaurs).

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		<u>Key Skills</u>
		<ul style="list-style-type: none"> • Historical Enquiry (Y1)- Ask questions about the past. Find answers to simple questions about the past from sources of information e.g. artefacts. Begin to ask questions. • Historical Enquiry (Y2)- Ask questions about the past. Use a source – observe or handle sources to ask and answer questions about the past on the basis of simple observations. • Chronology (Y1)- Sequence events in chronological order. • Chronology (Y2)- Sequence several events or artefacts in chronological order (using a timeline). • Interpret the past (Y1 & 2)- Identify similarities and differences between ways of life in different periods (250 million years ago and the present day).

Vocabulary

old, new, a long time ago (250 million years ago), past, present, then, now, chronology, artefact, source, dinosaur, prehistoric reptile, species, appearance / body shape, diet, carnivores / herbivores / omnivores, dinosaur type, climate / environment.

<u>Sequence of learning</u>	<u>Objectives and teaching sequence</u>
1	<p>Historical Enquiry- Ask questions about the past. Chronology (Y1)- Sequence events in chronological order. Chronology (Y2)- Sequence several events or artefacts in chronological order (using a timeline).</p> <p>Key Questions (across whole topic)</p> <p><i>What were dinosaurs? When did dinosaurs live? What was planet Earth like when dinosaurs were alive? What did dinosaurs look like? What did dinosaurs eat? Why did dinosaurs become extinct? How do we know that dinosaurs existed?</i></p> <p>Hook- Dinosaurs on the school field! (Video launch using a mobile app-SF to investigate the best one)</p> <ol style="list-style-type: none"> 1. What do the children already know about dinosaurs? Ask the children what they would like to find out about dinosaurs (write a class list of questions that can be answered during the topic). 2. Timeline to show how long ago dinosaurs were on planet Earth (link back to knowledge of timelines from Autumn term topic- birth to starting Y1/2).

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2 & 3	<p>Historical Enquiry (Y1)- Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Historical Enquiry (Y2)- Ask questions about the past. Use a source – to ask and answer questions about the past on the basis of simple observations.</p> <p>Possible ideas- What was planet Earth like at the time of the dinosaurs?</p> <p>What different types of dinosaur did we have? Look at dinosaur images and facts about dinosaurs (size, appearance, diet etc.)</p>
4 & 5	<p>Interpret the past (Y1 & 2)- Identify similarities and differences between ways of life in different periods (250 million years ago and the present day).</p> <p>Science Objectives: Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Possible ideas- What did dinosaurs eat? *Link to Science unit- Carnivores, omnivores and herbivores.</p> <p>How do we learn about dinosaurs today? Look at extinction of dinosaurs and use of fossils (paleontology).</p> <p>End of topic idea (see image below)- Dinosaur Dig! Use the outdoor sand pit (or small trays of sand in the classroom) to hunt for fossils! Children are archaeologists and use tools to carefully locate different dinosaur bones!</p> 
6	ASSESSMENT TASK – SEE BELOW

Learning Outcome/product	
Pupils show an understanding of when dinosaurs roamed the Earth (using a timeline to support). Pupils can name a small selection of dinosaurs and comment on the appearance and diet of each dinosaur (linking topic knowledge to Science knowledge on carnivores, herbivores and omnivores).	

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Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question
What was it like on planet Earth when dinosaurs roamed free?