

Unit Title: Why do we remember Mary Anning?

History
Y2
Autumn 1

End Points:

- **Change**- recognise that Mary was a pioneer for girls to be scientists.
- **Cause & Effect**- Identify at least one effect that Mary's discoveries had on the scientific world.
- **Significance**- Understand why Mary's discoveries were significant and why she is remembered today. Mary's achievements were significant because she was a young girl from a poor family and at the time Science was dominated by rich older men.

End of unit assessment:

1. What is different between when Mary was alive and now?
2. What do we now know because of Mary's discovery?
3. Why was Mary's achievement so significant?

Links:

Geography – Locate Middlesbrough, Robin Hood's Bay and Lyme Regis.
Text - 'Stone Girl, Bone Girl' by Laurence Anholt

Prior Learning:

Events beyond living memory that are significant nationally

Use of historical vocabulary

Sequencing the past

Children will revisit sources of evidence from their history work to date and what they know about sources of evidence and how it informs our understanding.

Significant figure

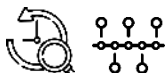
Revisit studying the significant figure of David Attenborough's life and achievements.

Key Concepts of the Unit:

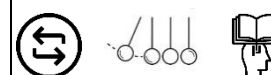
Skills:



Knowledge:



Concepts (end points):



Key Knowledge:

- Dinosaurs existed millions of years ago in prehistoric times, before humans lived on Earth, but are now extinct
- Mary Anning was born in 1799
- Children will learn about Mary's life from childhood to adulthood, including her family
- Mary Anning found an Ichthyosaur in 1811 on Lyme Regis beach

- The Ichthyosaur was still intact, and this led to scientists learning more about prehistoric life
- Mary was a Palaeontologist who was known around the world for her discovery
- Children will understand the significance of the discovery – this is the reason we know more about prehistoric life
- Children will understand how significant it was that Mary, as a woman, made such an impact on the scientific world
- Children will debate about the fact that Mary was not recognised for her findings, this was only once she had died

Historical Skills:

Historical enquiry- Children will ask and answer questions, we will use stories to understand key features of Mary Anning’s life and achievements. Understand some of the ways in which they find out about the past and identify different ways in which it is represented.

Using Sources as evidence- The children will work as history detectives and will use information independently from several different types of sources including written, visual and artefacts to answer historical questions. We will use several different sources to select information about the key features of the life of Mary Anning. (KSH)

Constructing the past- The children will be taught where Mary Anning fits within a chronological framework. The children will be able to describe features of the time in which she lived. We will retell the story of Mary Anning’s life.

Sequencing the past- The children will know where people and events fit within a chronological framework. The children will sequence with growing independence on an annotated timeline the significant events in Mary Anning’s life including her discovery. Key events studied previously will be placed on the timeline. Children will place Mary Anning’s life and her discovery on a timeline and comparing this to other events learnt about previously beyond living memory.

Vocabulary

dinosaur	large reptiles which lived in prehistoric times
prehistoric	the time in history before any information was written down
Ichthyosaur	large, extinct, marine reptile
extinct	no longer has any living members, either in the world or in a particular place
fossil	the hard remains of a prehistoric animal or plant that are
palaeontology	study of life on Earth through fossils