



ROSE WOOD ENQUIRY DRIVEN CURRICULUM



Why do we remember Mary Anning?

Year 2 Autumn Term 1

Rose Wood Academy: Enquiry Driven Learning Overview

Year Group: 2	Enquiry Question: Why do we remember Mary Anning?	Term: Autumn Term 1
Context: From their learning in Year 1, the children have a good understanding of sequencing the past, therefore will sequence significant events and people they have previously studied. They will learn about the significant historical figure, Mary Anning. The children will continue to develop using sources of evidence to infer about Mary Anning's life. Additionally, they will also build on their map and atlas work by locating Lyme Regis.		
Prior Learning (Direct Pathway) History – Sequencing the Past The children will use their prior learning to sequence significant events and people beyond living memory on a timeline. History – Significant Figure 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. Geography – Location The children will revisit locating the four countries of the UK and their capital cities. Geography – fieldwork The children will revisit physical and human features within a local area.		
Prior Learning (Indirect Pathway) Science – Biology (Living Things and their Habitats) The children will build on their learning about habitats, as well as similarities and differences in living things.		

Rose Wood Academy: Enquiry Driven Learning Overview

PSHE: SCARF – Me and My Relationships

Art: Drawing and painting

Music: Charanga – Hands, Feet, Heart

RE: Believing – Who is a Muslim and what do they believe?

Computing: Digital Literacy

PE: Complete PE – Locomotion (Dodging)

Enquiry Question?

Why do we remember
Mary Anning?

Content on direct pathway

History: The children will be introduced to the palaeontologist Mary Anning. We will find out about Mary's life, her discoveries and why they were so significant. This will lead to answering the enquiry question.

Geography: Using our visit to Robin Hood's Bay, the children will study the coastal region by looking at human and physical features of the Jurassic Coast. We will locate Lyme Regis, name and locate the seas around the UK and revisit the countries and capital cities of the UK.

In our English lessons, we will be using the text 'The Girl and her Dinosaur' by Hollie Hughes to support the children in writing a narrative with a beginning, middle and end.

Learning Showcase

Assembly about Mary Anning, explaining the answer to the enquiry question.

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Knowledge Narrative

In 1811, Mary Anning found a fossil on Lyme Regis beach. This fossil was the first whole Ichthyosaur to be discovered. We remember Mary Anning because she was so young and she made discoveries that older, trained scientists hadn't made. At the time, it was very unusual for scientists to be female.

Rose Wood Academy: Enquiry Driven Learning Overview

Year Group: 2		Term: Autumn 1
Title: Why do we remember Mary Anning?		Key Focus: History
Project Enhancements: <ul style="list-style-type: none">• Visit to Robin Hood's Bay• Fossil dig• Assembly about Mary Anning		
How can you help? <p>At home, please can you:</p> <ul style="list-style-type: none">• Listen to your child read a minimum of 3 times per week.• Learn your spellings and maths fluency facts, ready to be tested on Friday <p>You could also:</p> <ul style="list-style-type: none">• Design your own dinosaur and it's habitat• Investigate different dinosaurs – if you could be any dinosaur which would you choose?• Create a picture of a dinosaur using 2D shapes.• Go on a fossil hunt at the beach.		

Rose Wood Academy: Enquiry Driven Learning Overview

Unit Title: Why do we remember Mary Anning?

History
Y2
Autumn 1

End Points - The aim of this unit is for pupils to:

- **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:

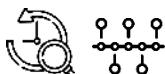
Events beyond living memory that are significant nationally
Use of historical vocabulary
Sequencing the past
Children will revisit sources of evidence from their history work to date and what they know about sources of evidence and how it informs our understanding.
Significant figure
Revisit studying 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

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- 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
- Discuss 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.

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

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Unit Title: Why do we remember Mary Anning?

<p>Geography Y2 Autumn 1</p>	<p>End Point - The aim of this unit is for pupils to:</p> <ul style="list-style-type: none"> • Name and locate the four countries and capital cities of the UK • Name and locate the seas surrounding the UK • Know the main physical features of the Jurassic Coast • Locate Lyme Regis, Robin Hood's Bay and Middlesbrough on a map <p>End of unit assessment task: Label a map of the UK, including key locations studied and its surrounding seas Identify the human and physical features of Lyme Regis Display/exhibit our findings through an assembly to parents (linked to history outcome)</p>
<p>Links: History - The lives of significant individuals in the past who have contributed to national and international achievements. Text – 'Stone Girl Bone Girl' by Laurence Anholt</p>	
<p>Prior Learning:</p> <ul style="list-style-type: none"> • Name and locate the four countries of the UK and their capital cities • Name and locate Middlesbrough • Understand what a physical feature is • Understand what a human feature is • Know the four compass points 	
<p>Key Aspects of the Unit:</p>	
	<p>Map and atlas work/Fieldwork and investigation</p>
	<p>Location</p>
	<p>Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</p>
	<p>Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.</p>

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Key Knowledge:

- Revisit the four countries of the UK and their capital cities
- Name and locate the surrounding seas of the UK
- Use the four compass points to describe the location of the seas surrounding the UK in relation to the countries they are next to
- Locate Lyme Regis, Robin Hood's Bay and Middlesbrough
- Describe their relative location to each other using the four compass points
- Locate the Jurassic coast on the coast of the South of England
- Locate Lyme Regis on the Jurassic coast
- Compare the location of the Lyme Regis to Robin Hood's Bay and Middlesbrough
- Identify the physical features of the coast in Lyme Regis and Robin Hood's Bay
- Identify the human features on the coast in Lyme Regis and Robin Hood's Bay

Geographical Skills:

Mapping:

- Locate the Jurassic Coast and Lyme Regis on a map
- Use a basic atlas/globe/map of the UK to locate places (countries of the UK and their capital cities)
- Begin to use aerial/satellite photos to locate and identify local landmarks features
- When using digital maps, know that when you 'zoom in' you see a smaller area in more detail
- Use aerial/satellite photos

Fieldwork:

- Engage in teacher-led/guided enquiries: Look at the school grounds on aerial photos and in real life. What are the hazards? What improvements could be made?
- Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW).
- Use a compass (four compass points) to follow and describe routes

Vocabulary

capital city	The city where the government sits. London is the capital city of England/UK.
city	A large town. London is an example of a city.
country	An area of land that is controlled by its own government.
Great Britain	An island that is made up of England, Scotland and Wales.
harbour	A sheltered port so that boats can be left there safely.

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island	A piece of land that is completely surrounded by water.
landscape	Everything you can see when you look across an area of land, including hills, rivers, buildings, trees and plants.
map	A drawing of a particular area such as a city, a country or a continent.
sea	A large area of salty water
tourist	A person who is visiting a place for pleasure and interest, especially when they are on holiday.
town	A large group of houses, shops and buildings where people live and work. Towns are larger than villages but smaller than cities.
United Kingdom	The UK is officially known as the United Kingdom of Great Britain and Northern Ireland. It includes England, Scotland, Wales and Northern Ireland.

Rose Wood Academy: Enquiry Driven Learning Overview

Spiritual

Respect other people's faith and values about the world around us.

Social

Understand around the time Mary Anning lived, women were seen as not equal to men, especially within the science profession.

Mary Anning was from a poor social background.

Be kind and REAP the rewards

Achievement and pride of the children's findings through their assembly.

Moral

Was it right for Mary to not be recognised for her achievements?

Cultural

Respecting different faiths and social economic backgrounds.

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British Values through EDC

Democracy	We will discuss how Mary was not recognised for her achievements when she was alive because she was a woman.
The Rule of Law	
Individual Liberty	Mary was allowed to collect 'curiosities' on the beach.
Mutual Respect and Tolerance	Children will understand and respect other views and beliefs on the beginning of time and creation of fossils and dinosaurs (creationists).