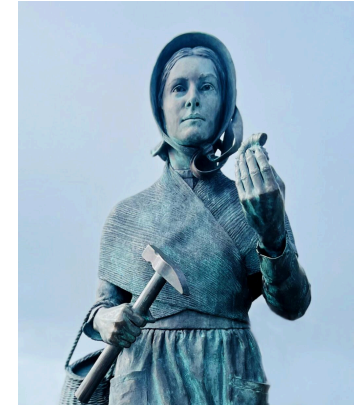


Who was Mary Anning and what was life like in Lyme Regis in the past?



Overview of Learning

In this unit, children learn about Mary Anning, and the significance of her archeological discoveries and why she is regarded as a pioneer. In learning about her life and achievements they will then broaden their understanding of the role of women in society and how this has changed over time. They will discover that in the past women had to overcome obstacles in order to achieve their potential. The children will learn about what life was like in Lyme Regis in the past, particularly if you were poor, like Mary. They will learn about trade and industry in Lyme Regis. They will choose to research an aspect or event in Lyme Regis in the past in more detail, this could be smuggling, shipwrecks or tourism.

Previous Learning

Year 1/2 – Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as society and community, power and conflict and disaster have been touched upon but not explicitly taught. They will be able to link this unit to their learning in Year 2 of Florence Nightingale and Edith Cavell. They will be able to develop a chronological understanding by comparing on a timeline when events happened in relation to other events/people they have learnt about ie. In Year 2, the Great Fire of London, Florence Nightingale and Edith Cavell. They could also link who was King or Queen when Mary Anning was alive to link with their learning in Year 1.

Knowledge and Understanding Objectives	Future Learning
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught: A Local History Study A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>Year 4 – Children’s understanding of empire is built upon in Year 4 as they study the Anglo Saxons and the Romans. Children begin to have a full understanding of a monarchy and understand that this is at the head of an empire. Children will develop further the story of Rome from the point of Julius Caesar and the similarities between Anglo and Roman culture.</p> <p>Year 5 – Children will have developed their understanding of migration and know that people explored and invaded different places. Children will know that iron weapons are used to defend and trade with. Children will explore further the concept of settlement. They revisit civilization when studying the Egyptians and Greeks.</p> <p>KS3 – Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts.</p>
Key Vocabulary to explain	Themes and Concepts
<p>Palaeontologist, pioneer, fossil, artefact, excavation, dealer, Scientific thought, continuity, society, change, Jurassic Coast, Lyme Regis, scientist, discrimination, poverty, significant, expert</p> <p>Words in bold relate to the themes, concepts and skills that run throughout the whole history curriculum. Children will need to know the meanings of these words and have examples of them in context. These concepts will be built upon throughout the rest of the history curriculum.</p>	<p>Themes & Concepts: Society & Community</p> <p>Substantive concepts explicitly taught: Trade, civilisation, industry</p>

Possible Misconceptions

Mary Anning discovered dinosaurs.
 Scientific thought about prehistory is the same as today.
 Misconceptions about chronology and when Mary Anning lived.

UNIT OVERVIEW

Who was Mary Anning and what was life like in Lyme Regis in the past?

What impact did Mary Anning's discoveries have?			How do we know about Mary Anning and life in Lyme Regis in the past?			What was life like in Lyme Regis in the past, what has changed and what has stayed the same and why?		
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Key Question: Who was Mary Anning and when did she live?	Key Question: Why is she significant?	Key Question: What obstacles did MA face in her life and career and why? Would it be the same if she were alive today?	Key Question: How do we know about Mary Anning?	Key Question: What can evidence tell us about Mary Anning's life?	Key Question: What was life like in Lyme Regis in the 19th century?	Key Question: What was trade and industry in Lyme Regis in the 19th Century?	Key question: Investigate another aspect of Lyme Regis' past: smuggling, shipwrecks or tourism/	Key Question: What more would we like to find out about Mary Anning and the history of Lyme Regis during our visit to the museum?
Historical Skill: Chronology	Historical Skill: Historical significance Cause and consequence	Historical Skill: Cause and consequence Similarity and difference	Historical Skill: Evidence and Interpretation	Historical Skill: Evidence and Interpretation	Historical Skill: Similarity and difference Cause and consequence	Historical Skill: Cause and consequence Chronology	Historical Skill: Evidence and interpretation	Historical Skill: Enquiry

Substantive concepts build on:

Society and Community, Conflict and Disaster, Industry and Trade

Stretch and Challenge Ideas

Depth of research and questioning on a topic of Lyme Regis' history. Comparing evidence and beginning to make inferences and justify reasons.