



YEAR 1 HISTORY: MARY ANNING - LONG-TERM PLAN

PHILOSOPHICAL QUESTION

When is it okay to treat people differently?

HISTORICAL QUESTION:

How can we find out about the past?

LONG-TERM PLAN

| Week | Threshold Concept | Content | Knowledge | Interactive Activities |
|------|---|--|--|---|
| 1 | Investigate and interpret the past | Discuss the Philosophical Question. What are the children's views? What is the children's opinion of the historical question? What questions do they have? What would they like to find out? | Differently - in a way that is not the same as another or before | Children to record their answers via writing, drawing, audio, video and then stored somewhere to re-discuss at the end of the block. Extension: Use drama or role-play to act out scenarios where people are treated differently. |
| 2 | Investigate and Interpret the Past | Introduction to Mary Anning & Fossils - What are fossils and how did Mary use them to learn about the past? | Dinosaurs Fossils | Handle replica fossils. Fossil rubbings using crayons Ask questions: What are fossils? What do they tell us? |
| 3 | Build an Overview of World History | Mary Anning's Early Life - Learn about Mary's childhood and her curiosity. | That Mary lived near to the sea Lightning That she found fossils as a child and sold them Cabinet, Clay | Read *Stone Girl, Bone Girl*. Timeline activity: Place events from Mary's early life. Role-play: Mary as a child discovering fossils. Draw Mary's cabinet of curiosities. |



Scotholme Primary - Discover (History LTP)

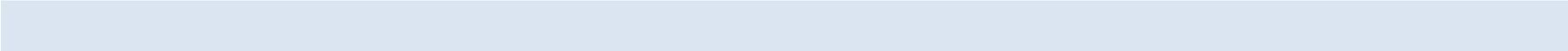
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|----|---|--|--|--|
| 4 | Investigate and Interpret the Past | Discovering the Ichthyosaurus - Explore Mary's first major discovery and its significance. | Ichthyosaurus, Hammer What Mary found out from the fossil | Examine images of ichthyosaurus fossils. Create salt dough fossils. Story sequencing: Mary's discovery of the ichthyosaurus. |
| 5 | Understand Chronology | Mary's Shop and Fossil Hunting - Sequence events in Mary's life and understand her daily routine. | Curiosities | Create a timeline with phrases: past, present, older, newer. Label artefacts with dates and descriptions. |
| 6 | Investigate and Interpret the Past | Plesiosaurus and Pterosaur Discoveries - Learn about Mary's other discoveries and how she recorded them. | Plesiosaurus Pterosaur Sketchbooks | Make fossil sketches like Mary. Use brushes to uncover "fossils" in clay. Record what we find Match fossils to creatures using images. |
| 7 | Build an Overview of World History | Mary's Challenges and Discrimination - Understand how Mary was treated and why she wasn't recognised. | Differently Unfair Men were scientists, not women | Discuss fairness and recognition. Drama: Mary presenting her findings to scientists. Create a "Thank You Mary" poster. |
| 8 | Communicate Historically | Communicating History - Use historical vocabulary to describe Mary's life and work. | | Vocabulary sorting activity (e.g., fossil, cabinet, clay). Create a mini-book about Mary's discoveries. Use phrases like "a long time ago" and "recently." |
| 9 | Communicate Historically | How did Mary find out about the past? How can we find out about the past? | | Class museum: display fossils, drawings, timelines. |
| 10 | Communicate Historically | Presentation and Reflection - Was Mary treated differently to others? Why? Is that fair? | | Children present their mini-books or posters. Class museum: display fossils, drawings, timelines. Reflective circle: What did we learn about Mary and history? |



APPENDIX:

THRESHOLD CONCEPTS

| | |
|---|---|
| Investigate and interpret the past | <ul style="list-style-type: none">• Observe or handle evidence to ask questions and find answers to questions about the past.• Ask questions such as: What was it like for people? What happened? How long ago?• Use artefacts and pictures to find out about the past. |
| Build an overview of world history | <ul style="list-style-type: none">• Describe significant people from the past |
| Understand chronology | <ul style="list-style-type: none">• Place artefacts in time order using simple language.• Sequence simple daily events. |
| Communicate historically | <ul style="list-style-type: none">• Use words and phrases such as: a long time ago, recently to describe the passing of time.• Introduce the concept of a nation. |





Mary Anning



| Timeline | | | | | | | |
|------------------------------------|--|------------------------------|--|--|---|----------------------------------|------------|
| 1799 | 1800 | 1810 | 1810-1811 | 1812 - 1821 | 1823 | 1828 | 1847 |
| Mary Anning is born in Lyme Regis. | Lightning strikes an elm tree and the nurse holding Mary. Mary survived. | Pepper (Mary's father) dies. | Mary discovers the first complete ichthyosaur. | Mary opens a shop selling the 'curiosities' that she finds in the clay cliffs. | Mary discovers a plesiosaurus skeleton. | Mary finds a pterosaur's fossil. | Mary dies. |

| Key Vocabulary | |
|----------------|---|
| Cabinet | A type of cupboard used for displaying articles |
| Clay | A natural earthy material that is soft when wet |
| Curiosities | An object that interests people because it is unusual |
| Dinosaur | A reptile of many different shapes that lived millions of years ago |
| Fossil | The remains of a prehistoric creature in a rock |
| Hammer | A tool for breaking rock |
| Ichthyosaurus | A dolphin-like reptile that lived millions of years ago |
| Lightning | A flash of electricity ⚡ from the sky of very high voltage |
| Plesiosaurus | A large marine reptile that lived in the time of the dinosaurs |
| Pterosaur | A flying dinosaur 🦖 |
| Quarrymen | Workers who dig into the earth with picks or shovels |
| Skeleton | An internal framework of an animal or plant |

Mary was never recognised in her own lifetime for the amazing work that she did.

She advised some of the most influential men in science at the time but never received any credit.

Her fossil discoveries and ideas helped change the way we understand the past of our planet.

Mary once fell from the cliffs she was exploring for fossils and was lucky to survive.

Mary would use hammers and brushes to uncover the fossils - she had to be very careful to not damage them.

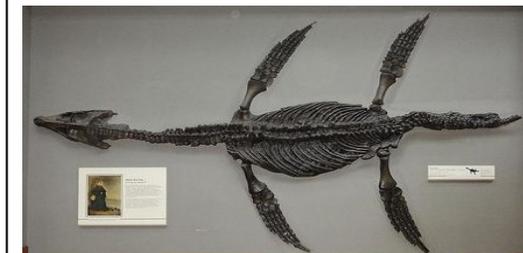
She had to make detailed drawings of what she had found before she tried to remove them from the rock.



Ichthyosaurus



Plesiosaurus



Pterosaur





ASSESSMENT OPPORTUNITIES

- Can children explain what a fossil is and why it is important?
- Assess ability to sequence events in Mary's life (focus on younger part of her life for majority, extending to more time for the more confident)
- Can children orally recount the story of Mary finding the ichthyosaurus?
- Are children showing accurate observations of the fossils they have discovered?
- Assess children's contribution to the drama and their ideas for their 'thank you' posters
- Use of appropriate vocabulary throughout
- Presentation skills - how clear is the children's information? How confident are they in talking about what they know?

POSSIBLE QUESTIONS TO DEBATE

Historical Enquiry Questions

Linked to the Philosophical Question

- Was it fair that Mary wasn't allowed to join scientific societies because she was a woman?
- Is it fair to treat people differently because of their gender or background?
- Is it fair that people had to lose their homes to make London safer?

Linked to the Historical Question

- Can we ever really know what life was like in the past?
- Do drawings and fossils tell us enough about dinosaurs and ancient creatures?

Empathy and Perspective

- Should Mary Anning have been given more credit for her discoveries? Why or why not?
- Do you think Mary was brave to go fossil hunting on dangerous cliffs?

Values-Based (Change, Success, Fairness)

- If you discovered something amazing, how would you feel if no one believed you?
- Are fossils more important for scientists or for museums?
- Should people be allowed to keep fossils they find, or should they belong to everyone?
- IS it better to learn history from books or from objects like fossils?