

# Mary Anning : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out what Georgian Britain was like	In this first lesson, children will find out about the time period in which Mary Anning was born. They will use timelines to locate the 18th and 19th centuries, and the Georgian era. In their independent activities, children will compare and sort statements about daily life in the Georgian era and daily life now.	<ul style="list-style-type: none"> <li>• Can children describe what life was like during Mary Anning's time?</li> <li>• Can children name some things that are different between the Georgian era and today?</li> <li>• Can children name some things that are the same between the Georgian era and today?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B</li> <li>• Then and Now Cards 1A/1B</li> <li>• Time Period Posters (FSD? Activity only)</li> <li>• Statement Cards (FSD? Activity only)</li> </ul>
<b>Lesson 2</b>	To find out about the life and achievements of Mary Anning	In this lesson, children will learn that when Mary Anning was born, people didn't know that some fossils were the remains of dinosaurs. As a class, they will look at important events in Mary Anning's life, and find out how she played a big part in developing knowledge and understanding of both fossils and dinosaurs. In their independent activities, they will sequence the events of Mary's life, or in the alternative activity, decide whether statements about her life are true or false.	<ul style="list-style-type: none"> <li>• Do children know who Mary Anning was and when she lived?</li> <li>• Can children talk about the main events of Mary Anning's life?</li> <li>• Can children sequence the events of her life correctly?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Timeline Sheet 2A/2B</li> <li>• Timeline Cards 2A/2B</li> <li>• Information Sheet (FSD? activity only)</li> <li>• True or False? Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about the Ichthyosaurus discovery and why it was so important	This lesson focuses on Mary's discovery of the Ichthyosaurus fossil. As a class, children will read and discuss the events leading up to, and after, the discovery of the creature's skull. In their independent activities, children will make their own books retelling the story. In the alternative activity, children imagine they are curators of a museum where the fossil is on display, and explain how it was found to visitors.	<ul style="list-style-type: none"> <li>• Can children describe what Mary Anning discovered?</li> <li>• Can children explain why her discovery was important?</li> <li>• Can children talk or write about Mary Anning's discovery using historical words, e.g. fossil, extinct?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Book Pages 3A/3B/3C</li> <li>• Word Bank</li> <li>• Ichthyosaurus Fossil Card (FSD? activity only)</li> <li>• Challenge Card (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out how Mary Anning's fossil discoveries helped scientists learn more about prehistoric life.	Children will first look at what a source is, before focusing on fossils as a source of information. They will realise that Mary Anning's discoveries and find out how she played a big part in developing our knowledge and understanding of fossils. In their independent activities, children will sequence important developments in our knowledge on a timeline.	<ul style="list-style-type: none"> <li>• Do children understand what a source is, and that fossils are sources?</li> <li>• Do children know that Mary Anning's discoveries led to scientists learning more about prehistoric life?</li> <li>• Can children sequence key developments in fossil and dinosaur knowledge after Mary Anning's time?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 4A/4B/4C</li> <li>• Sequence Cards 4A/4B/4C</li> <li>• Event Cards (FSD? activity only)</li> <li>• Date Cards (FSD? activity only)</li> <li>• Teacher Notes (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out how Mary Anning is remembered today	In this final lesson, children explore why Mary Anning wasn't given credit for her discoveries at the time. They will find out how she is remembered and commemorated today. In their independent activities, children will either write a letter to Mary Anning, thanking her for her contribution to our knowledge of fossils, or, in a group, they will design a set of commemorative stamps in her honour.	<ul style="list-style-type: none"> <li>• Do children know that women were treated differently in the past?</li> <li>• Do children understand why Mary Anning deserves recognition?</li> <li>• Can children explain some of the ways that we remember her today?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Letter Template 5A/5B/5C</li> <li>• Letter Prompt Card</li> <li>• Stamp Templates (FSD? activity only)</li> </ul>

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## KS1 History Curriculum Objectives

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements.

## Teacher Notes

## Vocabulary

Past, century, decade, timeline, living memory, beyond living memory, Georgian era, King George III, monarch, compare, differences, dinosaur, fossil, fossilised, remains, imprint, skeleton, Ichthyosaurus, Plesiosaurus, pterosaur, pterodactyl, statue, recognition, pioneer, palaeontology, source, historian, dinosaur, museum, CT scanner, scientist, carnivore, herbivore, extinct, discovery, ancient, proof, evidence, prehistoric, vote, credit, commemorate.