

Newquay Primary Academy – Spring Term Sequence – History



	RECEPTION Do I want to be a knight?	YEAR 1 Mary Anning	YEAR 2 Communication
	Prior knowledge... Children have begun to make sense of their own life-story and family's history.	Prior knowledge... Children have put significant events in their lives in order. Begin to understand past and present. Ask questions to find out more about people or photographs. Say own opinions and ideas	Prior knowledge... Children have explored a significant event of the past – the gunpowder plot.
INTENT	To explore life in Jurassic and Medieval times and compare it with how I live my life	To learn about the lives of a significant individual from the past who has contributed to national and international achievements – Mary Anning.	To understand how methods of communication have changed over time.
VOCABULARY / STICKY KNOWLEDGE	Palaeontologist, fossil, extinct, rocks, castle, knight, vassel, nobleman, squire, monarchy, portcullis, drawbridge, arrow loop, battlements, moat, bailey.	Palaeontologist, fossil, extinct, rocks, Mary Anning, Lyme Regis,	Communication, telegram, past, present, telephone
SEQUENCE OF LESSONS	<ol style="list-style-type: none"> 1. What is a dinosaur? 2. To discover fossils and learn about varieties of dinosaurs in the palaeontologist lab. 3. Learn and use new vocabulary, like drawbridge and portcullis, when playing or working in the class castle. 4. Compare and contrast in detail how people from the past lived and got around. 5. Engage in non-fiction texts to develop my knowledge about castles and transport from the past. 	<ol style="list-style-type: none"> 1. What is a dinosaur? 2. How do we know dinosaurs existed? 3. Who was Mary Anning? 4. Why is Mary Anning remembered? 5. Dinosaur Dig – Palaeontologist role play at Porth Beach 6. Engage in non-fiction texts to develop my knowledge about Mary Anning, dinosaurs and fossils. 	<ol style="list-style-type: none"> 1. I understand that there are a range of different ways we communicate now, as there were in the past. 2. I understand the role and the use of messengers, both human and birds, in the past to send messages to others. 3. I can begin to understand the history of the telegram. 4. I understand how the post office and Royal Mail came to exist and explain what forms of communication we may now use. 5. Begin to understand how the telephone was developed. 6. Create a Museum of Communications History within the classroom
OUTCOME / COMPOSITE	The children will be able to explain where and how people lived in the past after visiting Pendennis Castle.	To demonstrate what they have learned about Mary Anning, fossils and dinosaurs at a dinosaur museum for parents.	To create an interactive museum for parents. Kernow King – (how Cornwall helped communication helped the world) Trip to Porth Curnow museum.