

# Dinosaurs



Year Group: 1 and 2

Cycle B

## History

Significant individuals: Mary Anning (palaeontologist)

## Science

Identify and classify, living, dead and never alive, habitats and food chains

## Climate/Environment

Extinction; looking at other animals now extinct or endangered due to climate change/human development

## Art

Drawing – Dinosaur sketches  
3D Work – Clay dinosaur sculptures

# History

**National Curriculum:** Pupils should be taught about:

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

**Key Lines of Enquiry:** Who was Mary Anning and what did she do?

**Curriculum Intentions (Key Knowledge and Skills to be learned):**

- Mary Anning was a famous English fossil hunter
- She lived around two centuries ago
- In Mary Anning's time most people didn't realise that fossils were the remains of dinosaurs that had lived long ago
- Mary Anning discovered many important dinosaur remains (including an Ichthyosaur skeleton) but because she was a woman she was not given credit for her work – in her times it was unusual for women to know much about science or be well educated

**Age Related Subject Skills (Progression Guidance):**

- Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time
- Show where places, people and events fit into a broad chronological framework
- Begin to use dates
- Develop, then use a wide vocabulary of historical terms, such as: a long time ago, recently, when my... were younger, years, decades, centuries
- Ask and begin to answer questions about events e.g. When? What happened? What was it like.? Why? Who was involved?
- Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites
- Choose and use parts of stories and other sources to show understanding of events
- Communicate understanding of the past in a variety of ways
- Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays
- Discuss change and continuity in an aspect of life e.g. holidays
- Recognise why people did things
- Recognise why some events happened
- Recognise what happened as a result of people's actions or events
- Identify similarities and differences between ways of life in different periods, including their own lives
- Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why

**Prior Learning**

Forever Firs children working at ARE should already be able to:

**Understanding the World ELG (Past and Present ELG)**

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

## Key Vocabulary

Tier 1		Tier 2		Tier 3	
Same different	Change Pictures stories	Centuries years Account Education Museum Past	Skeleton Result Artefact website present	fossil paleontologist	Ichthyosaur

# History Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 The logo for Firs Primary School is centered in the table. It features a stylized sun or flower icon on the left, composed of several overlapping semi-circular segments in shades of yellow and orange. To the right of the icon, the words "Firs Primary School" are written in a large, light blue, sans-serif font. The word "Firs" is on the top line, "Primary" is on the middle line, and "School" is on the bottom line. Two short horizontal yellow bars are positioned below the words "Primary" and "School", one on each side.			

# Science

**National Curriculum (Knowledge and Skills):** Pupils should be taught to:

## Year 1

- ask simple questions and recognise that they can be answered in different ways
- gather and record data to help in answering questions
- identify and classify
- use their observations and ideas to suggest answers to questions

## Year 2

- explore and compare the difference between things that are living, dead, and things that have never been alive
- ask simple questions and recognise that they can be answered in different ways
- gather and record data to help in answering questions
- identify and classify
- use their observations and ideas to suggest answers to questions

## Climate/Environment Focus

- Children will learn the meaning of 'extinction' in relation to the dinosaurs, and will then learn about some modern species of animal that are now extinct, or face extinction, as a result of the impact of human activity on the environment.
- <https://www.natgeokids.com/uk/primary-resource/extinct-animals-primary-resource/> (resources/lesson ideas)

## Prior Learning

**Forever Firs children working at ARE in Year 1 should already:**

### Understanding the World ELG (The Natural World ELG)

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

**Forever Firs children working at ARE in Year 2 should already be able to:**

- ask simple questions and recognise that they can be answered in different ways
- identify and classify
- use their observations and ideas to suggest answers to questions

They will have further opportunity to practice and embed these skills within this unit.

## Key Vocabulary

Tier 1		Tier 2		Tier 3	
Year 1 sort	Year 2 Sort Plants animals	Year 1 Identify classify	Year 2 Living Dead Alive Identify classify	Year 1 Extinct dinosaur	Year 2 Extinct Dinosaur Habitat Food chain Herbivore Carnivore Omnivore Predator Prey

## Science Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
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# Art and Design

**National Curriculum:** Pupils should be taught:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

**Curriculum Intentions:**

- Drawing – Dinosaur sketches
- Printing – Mono printing

## Age Related Subject Skills (Progression Guidance):

### Year 1 – Drawing

- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.
- Begin to control the types of marks made with the range of media.
- Draw on different surfaces with a range of media.
- Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.

### Year 1 - Printing

- Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.
- Experience impressed printing: e.g. printing from objects.
- Use equipment and media correctly and be able to produce a clean printed image.
- Begin to identify forms of printing: Books, posters pictures, fabrics.
- Use printmaking to create a repeating pattern.

### Year 1 – Developing Ideas (Sketchbooks)

- Start to record simple media explorations in a sketch book.

### Year 2 – Drawing

- Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.
- Draw lines/marks from observations.
- Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.
- Understand tone through the use of different grades of pencils (HB, 2B, 4B).

### Year 2 - Printing

- Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.
- Demonstrate experience at impressed printing: drawing into ink, printing from objects.
- Use equipment and media correctly and be able to produce a clean printed image.
- Make simple marks on rollers and printing palettes
- Take simple prints i.e. mono - printing.

### Year 2 – Developing Ideas (Sketchbooks)

- Use a sketchbook to plan and develop simple ideas.
- Use a sketchbook to plan and develop simple ideas
- Build information on colour mixing, the colour wheel and colour spectrums.
- Collect textures and patterns to inform other work.

## Prior Learning

**Forever Firs children in Year 1 working at ARE should already be able to:**

### Drawing

- Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.
- Use and begin to control a range of media.
- Draw on different surfaces and coloured paper.
- Produce lines of different thickness and tone using a pencil.
- Start to produce different patterns and textures from observations, imagination and illustrations.

### Printing

- Enjoy taking rubbings: leaf, brick, coin. Simple pictures by

**Forever Firs children in Year 2 working at ARE should already be able to:**

- See year 1 progression statements above

printing from objects. <ul style="list-style-type: none"> <li>• Develop simple patterns by using objects.</li> <li>• Enjoy using stencils to create a picture..</li> </ul> <b>Developing Ideas</b> <ul style="list-style-type: none"> <li>• Look and talk about what they have produced, describing simple techniques and media used.</li> </ul>	
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**Key Vocabulary**

Drawing	Printing	Developing Ideas
pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk hatching, scribbling, stippling, and blending light/dark lines, light/dark shapes, light/dark patterns tone, grades, HB, 2B, 4B etc observation	Printing, hard/soft materials Impressed printing, clean printed image Relief printing Repeating pattern Forms of printing Roller, printing palette Overprinting, mono-printing	Record, sketch book, plan, develop Colour mixing, colour wheel, colour spectrum Texture, pattern

**Art and Design Assessment**

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



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