

### Overall outcome

An age- appropriate chronological understanding of the history of the earth.

To develop an understanding preserve and protect the planet.

**Texts:** MOE- The Island Story

**Other texts:** The Girl and the Dinosaur by Hollie Rose Hughes, The National Geographic for kids first books of dinosaurs by Catherine, Encyclopaedia Pre-Historica Dinosaurs by Robert Sabuda and Matthew Reinhart, Dinosaur Lady by Linda Skeers

### Areas of learning (theme/subject)

History  
Scientific Enquiry  
Geography  
Science- Life Processes and Living Things

**Key Vocabulary:** geographical features, dinosaur names, palaeontology, extinct, fossil, survive, past, protect, preserve, human, planet, species, evolution, evidence, habitat.

### Resources

Dinosaur models and books  
Links- see MOE planning  
Island Photographs: see MOE Planning

### Narrative ways in:-

**Initial Question:** What can evidence from the past tell us about the history of our planet and the place of human beings?

**People/Expert Team:** Scientists

**Client:** The Worldwide League for Nature (WLN)

**Commission (problem):** To preserve, protect and study the dinosaurs, protect the island and keep it secret.

**Place:** A secret island

**Yr 1 - Inquiry Question**

*What can evidence from the past tell us about the history of our planet ?*

**Year theme: Cycles of Life**

### Significant individuals

Mary Anning

### Content: What will we learn?

Caring for our planet, especially animals.  
Animal habitats and diets  
Classify species  
To plan, research and use symbols on maps  
To compare and contrast islands with local environments  
Represent data when considering and evaluating evidence and give conclusions  
The process of evolution and its effects  
Use investigative skills to plan, consider and evaluate evidence  
How animals and living species are affected by human beings and their actions  
How charities and organisations campaign and support the protection of the planet  
What humans and animals need in order to survive- water, food, shelter etc.  
Looking at evidence from the past  
Chronology of the planet and its species

### Creativity: How will we show we understand in multiple ways?

Take the knowledge we have gained and apply to the planning of the island

Think about creative ways to communicate e mails, guides, instruction manuals, accident books, writing signs and labels, with the client and media, notes and messages, advertising, posters, promotions, displays, wall displays and slide shows

Creative ways of getting to the island

Inventing creatures in the island

Imaginary rucksacks and use the equipment inside to show recordings of the creatures they have come across

Reporting sheets for fact findings and to record sightings and observations of creatures

Using research models through books to find out information about new creatures

Drama conventions

### Coherence

Builds on children’s existing knowledge of the past and the learning they did in EY.

Extends and develops their experience of purposeful outdoor play from EY.

Establishes foundations for study further up the school: -

- Understanding of the past and timelines.
- Evidence of the past – Fossils.
- Study of a significant person – Mary Anning
- Understanding of categories of animals and how different species of animals have evolved. All are built on in future years.

Links to literacy – links through the key texts (see above); opportunities to write simple informative and persuasive texts; Labels and lists, descriptive writing.

Links to numeracy: Handling data in the form of tallies and bar charts (developed further in Yr 2); working with number (counting, measuring); shape and design.

Counting to 20.

### Compassion

Understanding the concept of extinction.

Thinking about how we might prevent extinction.

Understanding the impact that humans have had on nature.

Understanding parts of the life story of a significant historical figure.

Learning to care for and protect things that matter to us.

Looking after each other.

### Community

Sharing ideas with the community.

Creating a community in adverse conditions.

Thinking about what a community needs in order to be successful.

Working together as a team.