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| **History Year 1 Medium Term Planning – Lives of significant individuals** | | | | | |
| **National Curriculum**   * Significant historical events, people and places in their own locality. * Lives of significant individuals in the past who have contributed to national and international achievements * Study the lives of significant people focuses on Mary Anning and David Attenborough * They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. * Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world * Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.   Catholic Social Teaching Principles   * Human Dignity * Stewardship | | | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| **Learning intention** | Who was Mary Anning? What did she do? | What did Mary Anning discover? | Who is David Attenborough? What does he do? | What has David Attenborough achieved? | Compare the lives of Mary Anning and David Attenborough.  What was similar and what was different? |
| **Recall and retrieval** |  | Who is Mary Anning? | What did Mary Anning discover? | Who is David Attenborough? | What has David Attenborough achieved? |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Where and when was she born?  When did she die?  Who were her parents and siblings?  What was life like when Mary was alive  What did Mary do to make money?  Discuss her fascination with fossils and what a paleontologist does. | **Key knowledge**  Discuss Mary collecting fossils to sell them to tourists for money as her family were poor once her father died.  Discuss how Mary discovered new fossils to collect.  Discuss the fossils that Mary and her brother discovered.  Who was Henry de la Beche and how did he help Mary? | **Key knowledge**  Discuss who David Attenborough is.  What does he do?  Discuss him being a naturalist who collected fossils, made wildlife films, an author, an explorer and an educator.  Discuss his knighthood and that he is still alive. | **Key knowledge**  Discuss how David explored remote places and filmed what they were like.  Discuss his filming of rare and amazing creatures.  Discuss how he revealed that humans were putting wild creatures in danger and how they were destroying and polluting their habitats | **Key knowledge**  compare the similarities and differences of Mary and David in relation to   * Where did they explore? * What did they do? * When did they live? * What was it like? * What technology did they use? * How are they remembered?   Can they give reasons for why Mary Anning hunted fossils and why David Attenborough created films about wildlife and nature. |
| **Scaffolding** | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence |
| **Challenge** | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence |
| **Key Vocabulary**  **Tier 2** |  | revealed  legacy  inspire |  | explore | similar |
| **Key Vocabulary**  **Tier 3** | fossil | significant | naturalist  fossil  expedition | documentary | fossil |