*Become an enthusiastic, expert palaeontologist! Learn about the fascinating creatures that inhabited the Earth and study the main epochs of fossils. Investigate famous 18th Century palaeontologists Mary Anning and William Buckland. Explore fossil footprints and fossils humans, ice age creatures and their fossils. Study dinosaurs, their eggs, behaviour and extinction. Learn about Darwin and the amazing story of evolution.*

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| **Block** | **Key NC Objectives** | **Creative Block Outcomes** |
| **Block A**  Fossils and Rocks  [5 sessions] | **Science, D&T** and **English**   * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. * Understand fossils in relation to the timeline. * Understand the difference between body fossils and trace fossils. * Become familiar with terms such as era, epoch, Palaeozoic, Mesozoic and Cenozoic. * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. * Write a short, age-appropriate presentation on their learning during the topic. | *Be a palaeontologist! Excavate a fossil block and research the three main epochs of fossils. Find out how fossils are made and make your own. Tour your school sharing your knowledge with other children***.** |
| **Block B**  Mary Anning  [4 sessions] | **Science, History, English** and **Geography**   * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. * Pupils might find out about the work of palaeontologists such as Mary Anning. * Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. * Note connections, contrasts and trends over time and develop the appropriate use of historical terms. * Participate in role-play. * Learn about geographical regions of the UK and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time. | *Learn about Mary Anning, one of the most famous palaeontologists ever. Research the main fossil-hunting areas of the UK and learn about the 18th Century when Anning lived. Improvise a play about key events in her life.* |

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| **Block C**  Fossil footprints  [6 sessions] | **Art, History, Maths, Geography** and **English**   * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. * Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. * Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. * Note connections, contrasts and trends over time and develop the appropriate use of historical terms. * Convert between different units of metric measure Use all four operations to solve problems involving measure. * Understand how human and physical characteristics and land-use patterns of the UK have changed. * Plan, draft and write for a particular audience using organisational and presentational devices to structure text and to guide the reader. * Participate in role-play. | *Learn how fossil footprints can tell us a great deal about the animals and humans of the past. Record footprints using drawing, photography, measuring and plaster casts. Use maths to work out the height, speed and gait of someone from the footprints they leave. Make a film about footprint investigating to tell others about all you have learned in this block.* |
| **Block D**  Fossil humans  [5 sessions] | **Science, History, English** and **Geography**   * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. * Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. * They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. * Plan, draft and write for a particular audience using organisational and presentational devices to structure text and to guide the reader. * Participate in discussion. * Locate the world’s countries, concentrating on their environmental regions, key physical and human characteristics. | *Learn about the fascinating story of human evolution. Create your own family tree and relate it to the family tree of the human species. Find out about how the early humans dispersed around the world. Use storytelling to pass on your learning about human evolution to other children.* |

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| **Block E**  Ice Age fossils  [7 sessions] | **Science** and **Art**   * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent. * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. * Pupils might find out about the work of palaeontologists. * Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. * To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. | *Study a distinctive Victorian silhouette showing palaeontologist William Buckland, his family and his fossils. Learn about his discoveries and links to Mary Anning. Research the Ice Ages and Ice Age animals in Britain. Exhibit work and invite visitors to share in your learning.* |
| **Block F**  Dinosaurs species  [5 sessions] | **Science** and **D&T**   * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent. * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. | *Learn about the species of the Mesozoic Era with very practical and engaging activities. Reconstruct a dinosaur by adding clay to a dinosaur skeleton, make a Dino-family jigsaw, take part in an animal survival game, make a 3D Mesozoic timeline showing the three main eras and populate each section with pictures of the correct dinosaur species.* |
| **Block G**  Dinosaur DIY  [4 sessions] | **Science, D&T** and **English**   * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. * Be able to identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own. | *Research key features of dinosaurs and how they are adapted to their environment; design your own dinosaur perfectly adapted to either the Triassic, Jurassic or Cretaceous period; create the structure, cover and paint your dinosaur model; finally, contribute to an ‘I Spy Dinosaurs’ class book and share your knowledge with other children.* |

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| **Block H**  Dinosaur behaviour  [4 sessions] | **Science, D&T** and **Computing**   * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent. * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. * Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. | *Learn about the importance of dinosaur egg fossils and what they tell us about dinosaurs; research the behaviour of dinosaurs in family groups; then try your hand at film making and create a short dinosaur film about an aspect of dinosaur behaviour.* |
| **Block I**  Dinosaur Extinction  [4 sessions] | **Science, English, Music** and **Computing**   * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. * Identify how animals and plants are adapted to suit their environment and that adaptation may lead to evolution. * Develop wider skills in spoken language. Pupils’ confidence, enjoyment and mastery of language should be extended though public speaking, performance and debate. * Produce creative work, exploring their ideas and recording their experiences. * Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. | *Learn about the climate, vegetation and living things of the late Cretaceous period. Research the main dinosaur extinction theories; plan and argue the case for each theory in a class debate. Finally compose a soundtrack for life after the extinction event, ready to play to guests in a darkened, atmospheric space.* |
| **Block J**  Charles Darwin and his theory of evolution  [6 sessions] | **Science** and **English**   * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. * Pupils might find out about the work of scientists such as Charles Darwin. * Write for a range of real purposes and audiences s part of their work across the curriculum. * Think aloud to explore and collect ideas, draft and re-read. * Read aloud their own writing to a group using appropriate intonation and controlling the tone and volume so that the meaning is clear. | *Become an expert on Charles Darwin and his theory of evolution. Learn about his life, his research, the fossils he collected, his theories about geology, his beliefs about extinction and how he wrote his theory of evolution. Select the songs and poems which best show what you have learned about Darwin and perform them for the rest of the school.* |