

# The Jurassic Forest



## Areas of learning

As **Historians** we will be studying the life of a significant person from the past: Mary Anning. She found dinosaur bones in a place called Lyme Regis during Victorian times. We will be finding out about her discoveries and how her findings have helped scientists to work out what life on Planet Earth was like over 60 million years ago.

As **Geographers** we will be studying a locality that is different to ours: we will be exploring Lyme Regis and asking how some of the physical features are different to that of our own location. To do this we will use maps, photographs and the internet. We will make our own maps and use geographical words to help us to describe what we see.

As **Artists** we will be studying 3D media and print making. We will start off by looking at fossils, ferns and branches, taking rubbings of ferns and then creating a group collage of a Jurassic forest, with clay, impressed with dinosaur footprints.

As **Designers** we will be studying textiles. Victorian fossil hunters used a sturdy shoulder bag. We will look at bags and then design and make our own.

## Enterprise

As enterprising people we will:

Create adverts for our Jurassic forest that will encourage parents and other classes to visit. We will also create small fossils from imprints of ammonites to sell in our forest shop. We will buy the ammonites and we will have a small budget to make and advertise our shop.

## Environment

As people concerned with our environment we will:

Explore the world as it was millions of years ago. Most dinosaurs became extinct many millions of years ago. This is now happening for some species of animals we all know. We will explore some of the world's endangered animals and ask if we can do anything about this.

## Spiritual and moral

In our spiritual and moral development we will:

Explore the extinction of dinosaurs and ask who created them.

## Communities

As members of a community we will:

Explore how we can learn from significant people both now and in the past. We will start with Mary Anning, and we will find out about other people who have had an impact on our lives.

# The Jurassic Forest Skills

## Learning across the curriculum

### Using communication

#### Writing, presenting and broadcasting

- Labels
- Lists
- Captions
- Instructions
- Recounts
- Glossaries
- Non-chronological reports
- Poems

### Using mathematics

#### Modelling

- Trying out ideas for the cost of fossils – what will make a profit?

#### Calculating

- A range of calculations based on the number of fossils sold

#### Interpreting data

- Taking dinosaur data and extracting the relevant information. Answering questions such as which was the heaviest, smallest, fastest etc.

#### Justifying

- Using mathematical words to justify the amount we spend on making our fossils

### Using ICT

#### Searching

- Websites
- Databases

#### Developing ideas and making things happen

- Graphics
- Text
- Multimedia

#### Communication

- E mail and messages

### Personal development

#### Learning and thinking skills

- Asking relevant questions
- Analysing information
- Planning how to go about presenting information
- Creating and developing maps and plans
- Creating ideas for persuasive arguments
- Recognising similarities and differences in environmental features
- Communicating using data and the written word
- Evaluating the impact of persuasive posters

#### Personal and emotional skills

- Identifying strengths and weaknesses in our work for others
- Setting goals for more active community involvement
- Working independently in written work
- Managing feelings and becoming self-aware when discussing and finding out about how people sometimes put themselves at great personal risk when helping others

#### Social skills

- Listening and responding appropriately to those who tell us about their voluntary work
- Working collaboratively
- Giving constructive support and feedback to others

## Subject Key Skills

### History, geography and citizenship

#### Investigate

Undertake investigations and enquiries, using various methods, media and sources.

#### Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

#### Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

#### Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

### Science and design technology

#### Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

#### Investigate, observe and record

Engage safely in practical investigations and gather and record evidence by observation and

measurement.

#### Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

#### Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

#### Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

### Art, dance and drama

#### Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

#### Create

Create, design, devise, compose and choreograph individual and collective work.

#### Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

#### Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

#### Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

### PSHE

#### Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

#### Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

#### Move with control

Move with ease, poise, stability and control in a range of physical contexts.

#### Present

Present, display and perform to a range of audiences, to develop and communicate ideas and evoke responses.

#### Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.