

# Autumn Term 1 Cycle B—Dinosaurs

## As Geographers we will:

- Use world maps, atlases and globes to identify and name and locate the world's continents and oceans to identify the places where dinosaurs lived or where bones were found. We will use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the locations.
- Use aerial photographs of dinosaur habitats we have created to demonstrate and describe simple physical features. We will devise a simple map of our landscapes and use and construct a simple key. We will then learn how to use simple grid references to locate and describe places on the map.
- Use basic geographical vocabulary to refer to the human and physical features we see including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather when looking at the polar regions as a similar place to the Ice Age.
- Understand simple geographical similarities and differences through comparing the human and physical features of the continents at the North and South Poles of the Earth and our local area.
- Use world maps, atlases and globes to identify and name the United Kingdom, its countries and capital cities and describe the human and physical features of the areas studied. (with a focus this term on Scotland)
- Continue to identify seasonal and daily weather patterns in the United Kingdom by keeping class weather records of rain, weather and temperature. We will compare this to cold areas of the world and the weather in the Polar regions and the time of the ice age. We

## As Historians we will :

- In response to the visit from Dinostar, identify and look at sources of evidence (by using artefacts, photographs, the internet, newspapers, books and extracts) to find answers to questions about Dinosaurs.
- Ask questions such as: What was it like for people in the time of the Dinosaurs? How long ago were they alive? Use sources of evidence to answer questions.
- Use the class timeline to place artefacts and events in the history of Dinosaurs in order, using the words past, present, older and newer to develop an understanding of Chronology.
- Use words and phrases such as: a long time ago, recently, years, decades and centuries to describe how long ago things happened and to compare the times when dinosaurs roamed the earth and present time.

## Spiritual and Moral

In our spiritual and moral development we will:

Ask big questions such as:  
What will happen if we don't look after our planet?  
Why did the dinosaurs disappear?  
Will we become extinct?

## Culture and the Arts

In our artistic and cultural development we will:

Create fossils and impressions of dinosaur bones and footprints using clay and develop an understanding of how to work with this material.

## As Writers we will :

- Write stories of adventure based Dinosaur story. (Eg Tyrannosaurus Drip, Gigantosaurus, Dinosaurs's Diary)
- Write Non-chronological reports detailing what they have seen as scientists/geographers/historians. (eg fact files written about Dinosaurs)
- Write riddles or poems linked to the characteristics of Dinosaurs.
- Write short descriptive pieces based on Dinosaurs and habitats to create a class non-fiction book.
- Write recounts as scientists of investigations that have been carried out.
- Write short descriptive pieces based on either settings or characters.
- Write recounts - trips/visits/special curriculum days some of which may be published on school website. (EG Dinostar visit/appearance of egg)

## As Scientists we will:

- Work scientifically to identify and classify a variety of dinosaurs into carnivores, herbivores and omnivores, asking simple questions about how the different types adapted for survival.
- Identify dinosaurs as reptiles and learn about the structure of reptiles.
- Sort, classify and compare dinosaurs that lived on the land, sea and air with present day fish, animals, reptiles, mammals and amphibians and identify some of the common structures, similarities and differences.
- Investigate and describe the basic needs of animals, including humans, for survival (water, food and air) and notice that animals, including humans, have offspring which grow into adults.
- Identify that dinosaurs (and most living things) lived in habitats to which they are suited. We will demonstrate what we have learnt about the habitats by making our own habitats in trays and selecting suitable animals/plants and use scientific (and geographical) vocabulary to explain the features.
- Describe how these habitats provided for the basic needs of different kinds of dinosaurs and plants and how they depended on each other. (food chain).
- In response to the visit from Dinostar, explore and compare the differences between things that are living, that are dead and that were never alive, by looking at fossils and rocks.

## Environment

As people concerned about our environment we:

Look at how the environment has been changed by man and the effect of man on global warming and the climate at the North and South Poles.

## Enterprise and Possibilities

As enterprising people we will:

Ask questions and find out about the work of palaeontologists and ask questions of visitors (eg Dinostar man) or write letters to leading Palaeontologists. (EG NHM website/ University of Hull, Geology department etc)