

SCHEMES OF WORK: OVERVIEW

Key Question		Main Learning Objectives Please see individual key question schemes of work for details	Summary of Teaching and Learning Activities	Photographs and resources
1.	What does Heritage mean to me?	Recognise and identify Express simple views and opinions Respond to simple questions	Create a classroom museum of your own heritage Learn about items of value buried in King Tutankhamun's tomb	http://www.griffith.ox.ac.uk/Griffith.html
2.	What is our Heritage?	Express simple views and opinions Compare and contrast Communicate views and opinions appropriately	Diamond ranking activity to explore values	KQ 2 What is Our Heritage cards
3.	What is World Heritage?	Recognise and identify Communicate views and opinions appropriately Make links and identify relationships between observations and outcomes (e.g. humans and their impact in the environment)	Explore what makes World Heritage Sites special Investigate threats to World Heritage Sites	KQ 3.1 World Heritage Site stimulus photos KQ 3.2 World Heritage Sites under threat photos http://whc.unesco.org
4.	What would you like to know about the Jurassic Coast?	Recognise and identify Express simple views and opinions Communicate views and opinions appropriately	Pupils suggest questions they would like answered and respond to stimulus pictures of the Jurassic Coast	WS 4.1 Thinking Sheet KQ 4.2 Pictures of the Jurassic Coast
5.	Where is the Jurassic Coast?	Make simple observations Use basic scientific skills with some judgement Use simple scientific vocabulary	Locate the Jurassic Coast on a world map. Exploration of the different climates where Jurassic Coast rocks were formed.	WS 5.1 Pictures of different environments in the world today, with some rainfall and temperature graphs/tables.
6.	How can we use rocks to tell us their stories?	Recognise and identify Undertake simple measuring tasks Use simple scientific vocabulary Compare and contrast	Compare soils and rocks to understand their qualities Using sand and gravel to make a sedimentary rock in a bottle	WS 6.1 Comparing rocks and soils KQ 6.2 Photos of Jurassic Coast cliff faces WS 6.3 Making sedimentary rock cliffs
7.	How old is the Jurassic Coast?	Undertake simple measuring tasks Use basic scientific skills with some judgement Lead an enquiry using scientific skills and reasoning	Card sort activity to understand lengths of time Make a 'toilet roll of time' to chart the history of the Earth	KQ 7.1 Card sort activity TS 7.2 Timeline Guide

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8.	Who was Mary Anning?	Select basic but appropriate information Describe observations Demonstrate understanding through explanation	Investigate pictures of Lyme Regis, past and present Learn about the life of Mary Anning and role play exercise	KQ 8.1 Photos of Lyme Regis WS 8.2 Rings of Inference WS 8.3 The Mary Anning Story KQ 8.4 Role Play cards
9.	What can we find out from fossils?	Undertake simple measuring tasks Lead an enquiry using scientific skills and reasoning Reach well formulated conclusions and make sound judgements based on evidence	Looking at and categorising fossils Calculating the speed at which a dinosaur can travel Investigating mysteries left from trace fossils	KQ 9.1 Photos of fossils WS 9.2 Can you run as fast as a dinosaur WS 9.3 Trace fossils
10.	What lived in the Jurassic seas?	Make simple observations Make links and identify relationships between observations and outcomes Use appropriate scientific language Describe and explain patterns, processes, links and relationships between observations and results Reach well formulated conclusions and make sound judgements based on evidence	Deciding what types of things would become fossilised Putting a cartoon story of an Ichthyosaur becoming a fossil into the right order Learning about the differences in skeletons and muscle usage Exploring the body structure of an ammonite Creatively interpreting past environments Learning about Jurassic food webs	KQ 10.1 'What would get fossilised?' game KQ 10.2 Ichthyosaur fossilisation cartoon and captions WS 10.3: Fish and Human skeleton KQ 10.4 Photo of Ammonite fossil KQ 10.5 Ancient Jurassic sea picture KQ 10.6 Information cards on Jurassic Coast creatures KQ 10.7 Jurassic food chain
11.	What Jurassic Coast rocks make the best building stone?	Use basic scientific skills with some judgement Lead an enquiry using scientific skills and reasoning Demonstrate understanding through explanation Make links and identify relationships between observations and outcomes Demonstrate decision making in leading a scientific enquiry	Making a house out of different materials Reading the Three Little Pigs story set on the Jurassic Coast and learning about which rock makes the best building material	WS 11.1 Which of these materials would you group together? WS 11.2 The three little pigs on the Jurassic Coast