




## Footprints from the Past Year 3 Learning Journey

Start Date:	Monday 08 January	Unit Length:	12 weeks
	<b>Links to Host Country (Qatar)</b> <ul style="list-style-type: none"> <li>Fossils that have been discovered in Qatar.</li> <li>How the location of Qatar has changed.</li> </ul>	During this unit our students will be:   	
<b>Footprints from the Past</b> Dinosaurs lived millions of years ago – long before people lived on Earth. No one has ever seen a dinosaur so how do we know anything about them? Fossil evidence and dinosaur bones provide our only clues.			
<b>Entry Point</b> For the Entry Point children will dress up as palaeontologists. They will go on a journey back in time to when there were dinosaurs using Google Expeditions.			
<b>Knowledge Harvest</b> For the Knowledge Harvest we will think about what we already know about dinosaurs and what we would like to find out about dinosaurs.			
<b>History</b> <ul style="list-style-type: none"> <li>As a class we will create a timeline to represent the Mesozoic Era which will show the Triassic, Jurassic and Cretaceous Periods.</li> <li>Children will research and find out about different dinosaurs. They will present their findings using the Chatterpix app.</li> <li>We will find out about palaeontologists.</li> <li>Children will imagine that they are palaeontologists and will create a news story reporting on the discovery of dinosaurs.</li> <li>We will find out why dinosaurs became extinct.</li> </ul>			
<b>Geography</b> <ul style="list-style-type: none"> <li>Children will find out about tectonic plates and how these have changed over time.</li> <li>We will learn about different rock types and how they are formed.</li> <li>Children will find out about the process of forming fossils.</li> </ul>			
<b>International</b> <ul style="list-style-type: none"> <li>We will investigate whether different fossils have been located in different countries.</li> <li>Children will think about who fossils belong to depending on where they are found.</li> <li>We will come up with rules regarding the discover of fossils.</li> </ul>			
<b>Science</b> <ul style="list-style-type: none"> <li>We will find out about what dinosaurs ate.</li> <li>Children will investigate the characteristics of different dinosaurs. These facts will be used to create our own class game.</li> <li>Children will research other animals from the Mesozoic Era.</li> </ul>			

- We will make our own fossils.

**Design, Technology and Innovation**

- We will create a new fashion range inspired by fossilised skin.
- Children will create a sketch of an imaginary dinosaur.
- Children will then turn their designs into 3D models.

**Exit Point**

For the Exit Point children will set up a dinosaur exhibition to be shared with Year 2. QR codes will be used to showcase learning along with examples of models that have been made.

**Assessment**

History 2.07 Be able to organise events and societies chronologically.			
Mastering	Secure	Developing	Emerging
<p>I can:</p> <ul style="list-style-type: none"> <li>• Take on the role of a historical person or society, thinking about the time period that they were alive.</li> <li>• Use history and geography to create timelines showing different civilisations.</li> <li>• Use Maths to create timelines by putting events in order by date.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Talk about how I know which time in history different societies are from, such as ancient, pre-Columbian etc.</li> <li>• Put the societies into the correct order on a given, dated timeline.</li> <li>• Decide when events happened by thinking about who was involved and when they lived.</li> <li>• Look at clues to help me match events to the people of the time e.g. clothes, activities.</li> <li>• Make a timeline using the best units of time, for the event I am showing.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Sort events and groups of people (societies) into the distant past, recent past and from now.</li> <li>• Talk about why I think events are from a particular period of history.</li> <li>• Say how things that I can see now are connected to the past.</li> <li>• Plan which units to use on a timeline, e.g. days, years, centuries, for the even I am showing.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Decide if events and groups of people (societies) are from the past or if they are from now.</li> <li>• Say which time that I think events and societies are from, because of what can be seen.</li> </ul>