

# Dinosaur habitats

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Discover Dippy's world and imagine a day in a dinosaur's life.

## Learning outcomes

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Children will:

- learn that some types of animals and plants that were alive at the same time as the *Diplodocus* Dippy was cast from are still alive today
- be able to classify animals by different criteria based on existing knowledge and research from secondary information sources
- use imagination and knowledge to create a story
- have the confidence and skill to share the story
- work with others to put on a performance to tell a story

## Resources required

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Provided in the Natural History Museum package:

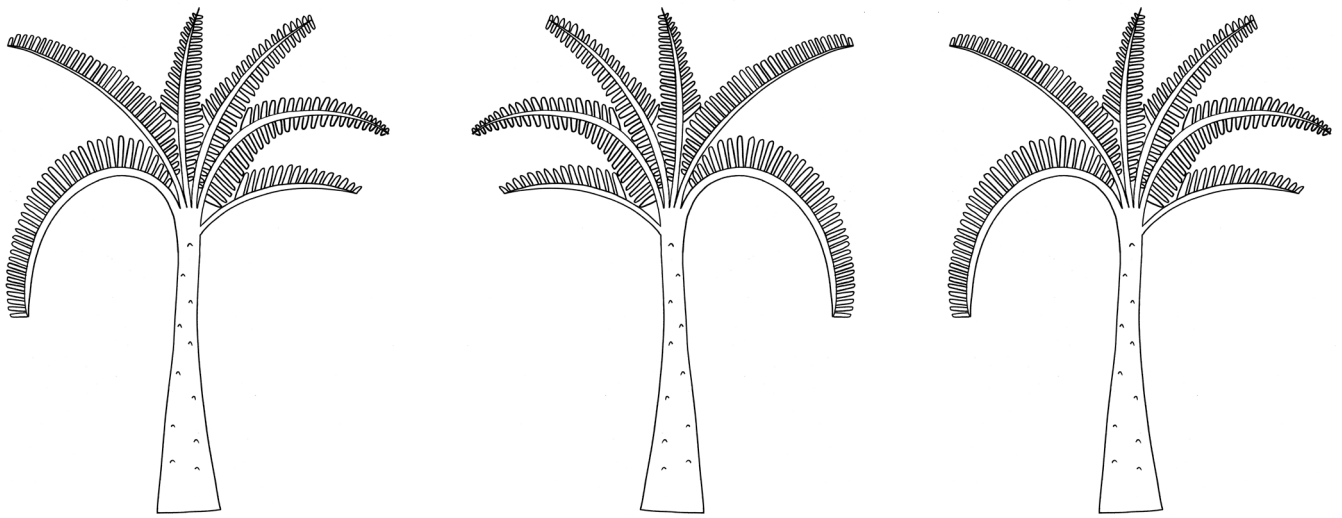
- images of animals and plants that lived at the same time as Dippy

Provided by school:

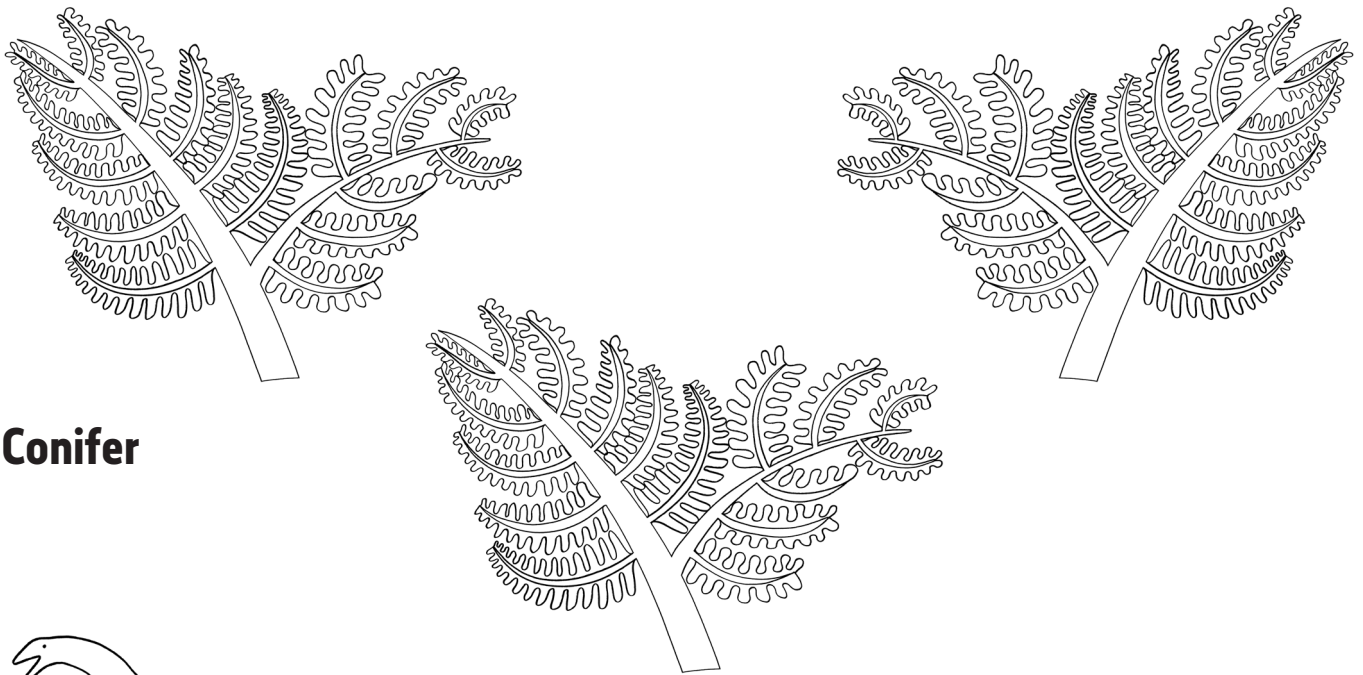
- scissors, colouring pencils or pens
- box, frame or other miniature world setting

# Dinosaur habitats

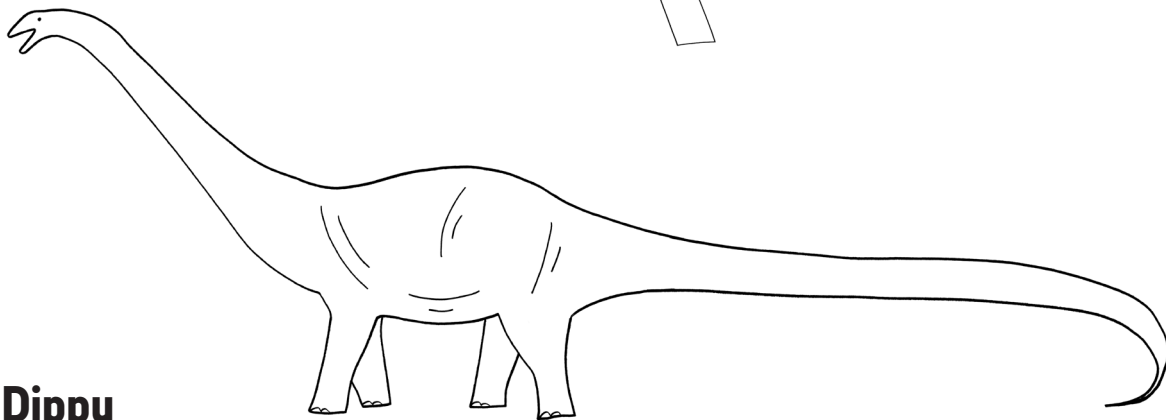
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**Fern tree**



**Conifer**



**Dippy**

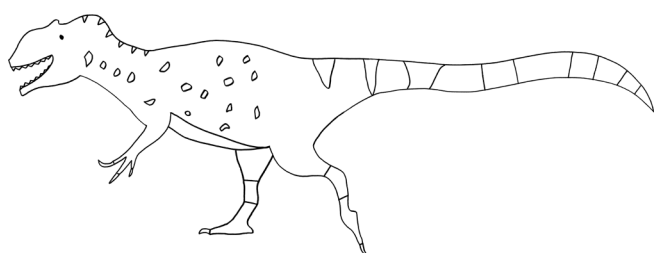
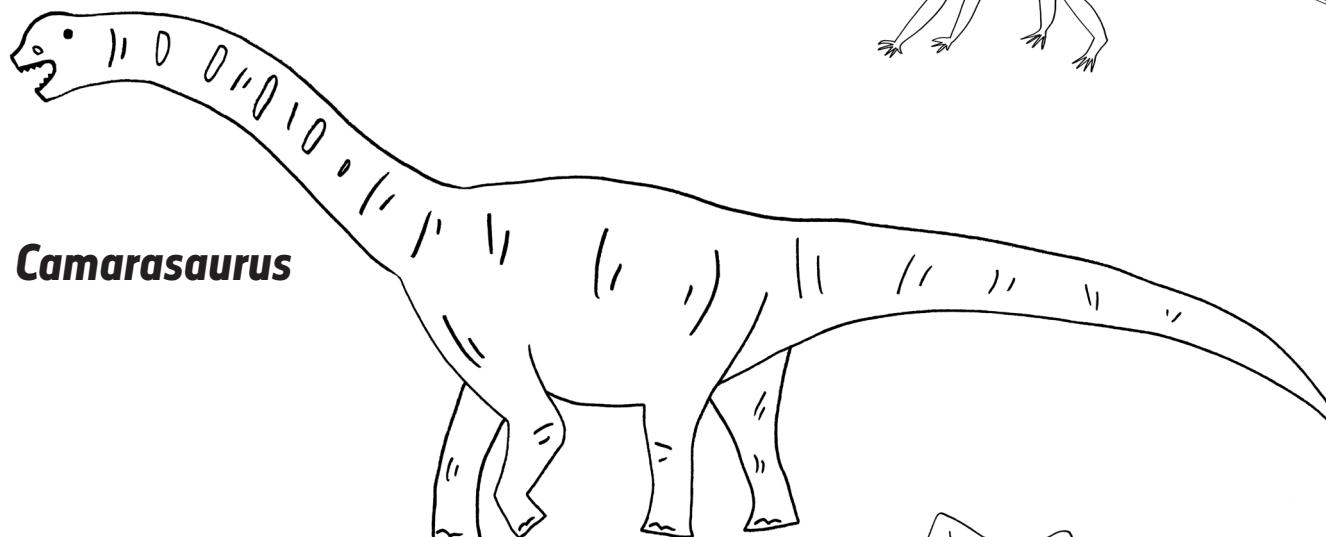
# Dinosaur habitats

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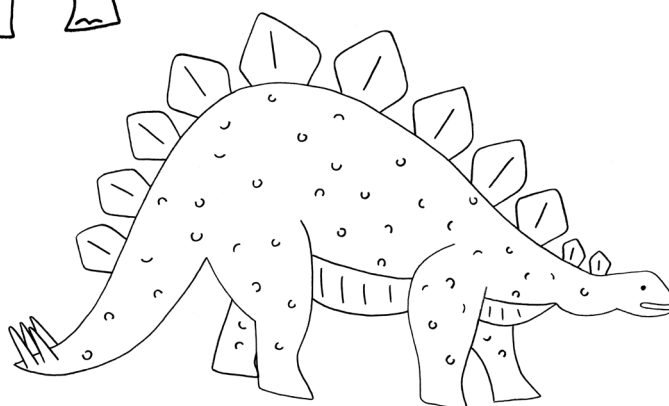
**Hoplosuchus kayi**



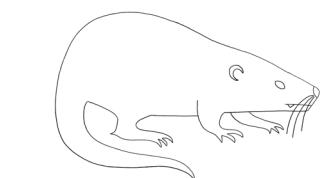
**Camarasaurus**



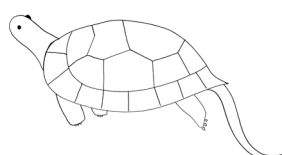
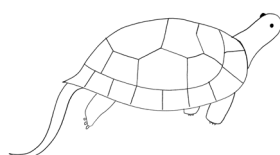
**Stegosaurus**



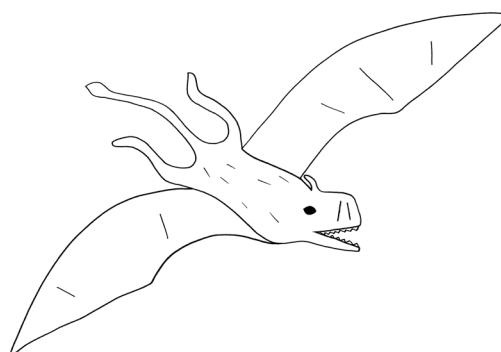
**Allosaurus**



**Docodon**



**Glyptops**



**Mesadactylus**



# Teacher notes

Palaeontologists (scientists who study fossils and dinosaurs) piece together evidence for where dinosaurs lived and what other animals and plants lived at the same time. They do their detective work by looking at fossils that are preserved close together and in the same sort of rock.

Other fossils found near Dippy help us to put together a picture of the world that he lived in – the plants he would have eaten, the smaller animals that lived on the ground around him, insects that would have flown around and other dinosaurs that might have tried to prey on him. Artists work with palaeontologists to bring the fossilised bones back to life through detailed drawings.

Display on the whiteboard the palaeoartist's reconstruction of Dippy's world and the animals and plants that lived with Dippy. Discuss what is happening, whether they recognise any of the animals. Count different elements of the image (eg number of dinosaurs or number of legs).

Explain that these are images of the plants and animals that lived with Dippy. Some of the same types of plants are still found alive today. Also alongside the dinosaurs are familiar animals such as frogs and turtles that are very like those alive today.

Look at books and online to find out where and when Dippy lived and about the other types of animals that lived at the same time. You could sort and classify them by diet, alive or no longer alive, or live on land or in water.

Ask the children to think about Dippy's day from the moment he wakes up to when he goes to sleep. Who would he meet, and what might happen?

Ask them to imagine you are Dippy and tell the story of his day. What would a dinosaur do?

Use this to stimulate writing and reading aloud, or plan and tell the story through drama or using puppets. Include a range of different sensations and observations about the world as well as action.

- I eat...
- I smell...
- I hear...
- I see...
- Beneath my feet is/are
- Over my head is/are
- Around me is/are

Cut out and colour in the illustrations of animals and plants and design a small world to show one of the events in their story, or to use to tell the story.

- You could create a list poem about Dippy's world.
- You could make a puppet theatre from a cardboard box and create a Jurassic diorama as a setting. Use the cut-out drawings of animals to make paper puppets and tell the story through drama.
- You could add sensory stimuli such as leaves, twigs, sand and gravel.
- You could use models or toys if you or the children have them.
- You could think about food chains that exist between the plants and animals that lived at the same time as Dippy.

Please share your dinosaur habitats with us by emailing pictures to [DippyOnTour@nhm.ac.uk](mailto:DippyOnTour@nhm.ac.uk) with the subject line **Lluniau/Pictures**.

## Welsh curriculum links (Foundation Phase)

### Knowledge and understanding of the world

#### Myself and other living things

Children should be given opportunities to:

- observe differences between animals and plants, different animals, and different plants in order to group them
- learn about the senses that humans and other animals have and use to enable them to be aware of the world around them
- identify some animals and plants that live in the outdoor environment





## Northern Irish curriculum links (Foundation Phase and Key Stage 1)

### The world around us

#### Interdependence

Pupils should be enabled to explore:

- how plants and animals rely on each other within the natural world
- interdependence of people and the environment
- the effect of people on the natural environment over time
- interdependence of people, plants, animals and place

#### Place

Pupils should be enabled to explore:

- how place influences plant and animal life
- ways in which living things depend on and adapt to their environment
- features of the immediate world and comparisons between places
- change over time in local places

#### Change over time

Pupils should be enabled to explore:

- ways in which change occurs in the natural world
- how people and places have changed over time
- positive change and how we have a responsibility to make an active contribution

## Scottish curriculum links (Early and First)

### Sciences: Experiences and outcomes

#### Planet Earth: Biodiversity and interdependence

I can distinguish between living and non living things. I can sort living things into groups and explain my decisions. **SCN 1-01a**

I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food.

**SCN 1-02a**

## English curriculum links (Key Stage 1)

### Science

#### Living things and their habitats

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

