



Trimley St Mary - History Long Term Plan



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Understanding the World ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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<i>Year One</i>	<i>Knowing Me, Knowing You - What makes me the person I am? How have toys changed? What were homes like in the past?</i>	<i>Food, Glorious Food - Would you rather grow your own food, or buy your food from a shop?</i>	<i>Oh, we do like to be beside the Seaside - What makes our beach a special place? What were seaside holidays like in the past? Research project on Blackbeard the Pirate</i>
<i>National Curriculum Links</i>	<i>use common words and phrases relating to the passing of time identify changes within living memory; reveal aspects of change in national life identify significant historical events, people and places in their own locality.</i>		<i>use common words and phrases relating to the passing of time identify events beyond living memory that are significant nationally or globally know about the lives of significant individuals in the past who have contributed to national and international achievements; compare aspects of life in different periods</i>
<i>Year Two</i>	<i>London Calling - Why is London the capital city of the United Kingdom? Great Fire of London Famous People from the past - Samuel Pepys / Guy Fawkes</i>	<i>Medieval Mayhem - Would you rather live in your house or a castle? What were castles for? What went on inside the castle walls? Who or what were knights? What was life like in castles?</i>	<i>The Enchanted Wood - Why are woodlands important?</i>
<i>National Curriculum Links</i>	<i>use common words and phrases relating to the passing of time identify changes within living memory; reveal aspects of change in national life identify events beyond living memory that are significant nationally or globally know about significant historical events, people and places in their own locality.</i>	<i>know about the lives of significant individuals in the past who have contributed to national and international achievements; compare aspects of life in different periods understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i>	

<p><u>Year Three/Four</u> (Cycle One)</p>	<p><u>Enchanting Egyptians - Why did the Egyptians stop building pyramids?</u> <i>When and where were the Ancient Egyptians about?</i> <i>What was life like in Ancient Egypt?</i> <i>What can Ipswich Museum artefacts tell us about the Ancient Egyptians?</i></p>	<p><u>Revolting Romans - What did the Romans ever do for us?</u> <i>When and where were the Ancient Romans about?</i> <i>What was life like in Ancient Roman?</i> <i>What can Colchester Castle museum artefacts tell us about the Ancient Romans?</i></p>	<p><u>Healthy Heroes - How do we know if we're healthy?</u></p>
<p><u>National Curriculum Links</u></p>	<p>develop a chronologically secure knowledge and understanding of world history develop the appropriate use of historical terms. ask and answer questions about continuity and change, cause and consequence, similarity and difference, and significance. select and organise relevant historical information. understand that knowledge of the past is constructed from a range of sources develop an understanding of the achievements of the earliest civilizations -Ancient Egypt;</p>	<p>develop a chronologically secure knowledge and understanding of British and local history develop the appropriate use of historical terms. ask and answer questions about continuity and change, cause and consequence, similarity and difference, and significance. select and organise of relevant historical information. understand that knowledge of the past is constructed from a range of sources develop an understanding of the the Roman Empire and its impact on Britain</p>	
<p><u>Year Three/Four</u> (Cycle Two)</p>	<p><u>Stones and Bones - Could we survive in the Stone Age?</u> <i>When and where was the Stone Age?</i> <i>What was life like during the Stone age?</i> <i>What can we learn from Will Lord?</i></p>	<p><u>Remarkable Rainforests - Will there still be Rainforests when we grow up?</u></p>	<p><u>Our Place on Earth - What makes our place on Earth special?</u></p>
<p><u>National Curriculum Links</u></p>	<p>develop a chronologically secure knowledge and understanding of British and local history develop the appropriate use of historical terms. ask and answer questions about continuity and change, cause and consequence, similarity and difference, and significance.</p>		

	<p><i>select and organise of relevant historical information.</i></p> <p><i>understand that knowledge of the past is constructed from a range of sources</i></p> <p><i>develop an understanding of the changes in Britain during the Stone Age</i></p>		
<p><u>Year Five/Six</u></p> <p><u>Cycle 1</u></p>	<p><u>Journey to the Poles</u></p> <p><i>Who were the first humans to discover Antarctica?</i></p> <p><i>What was Shackleton's journey like?</i></p> <p><i>How did Shackleton get to Antarctica?</i></p>	<p><u>Travelling Through Time</u></p> <p><i>When did the Anglo Saxons settle in Britain?</i></p> <p><i>Where did they come from?</i></p> <p><i>What evidence is there in modern Britain that the Anglo Saxons lived here?</i></p> <p><i>Who were the Greek gods?</i></p> <p><i>How have the Ancient Greeks affected modern life?</i></p>	<p><u>Journey to The Americas</u></p> <p><i>What is life like in the Americas? Who are the Mayans? What effects have they had on our lives?</i></p>
<p><u>National Curriculum Links</u></p>	<p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>devise historically valid questions about change, cause, similarity and difference, and significance</i></p> <p><i>Use a range of sources of evidence and reflect on their validity.</i></p>	<p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>make connections, contrasts and identify trends over time and develop the appropriate use of historical terms</i></p> <p><i>devise historically valid questions about change, cause, similarity and difference, and significance</i></p> <p><i>Use a range of sources of evidence and reflect on their validity.</i></p>	

<p><u>Year Five/Six</u></p> <p><u>Cycle 2</u></p>	<p><u>Disaster Zones</u></p> <p>What years did major natural disasters happen?</p> <p>Have we had any local natural disasters?</p> <p>How have disaster hit countries recovered?</p>	<p><u>Intergalactic Explorers</u></p> <p>Which countries were involved in the Space Race?</p> <p>When did humans first reach the moon?</p> <p>When did the first woman enter space?</p>	<p><u>The War Room</u></p> <p>How did the world wars start?</p> <p>When did they start?</p> <p>Who was involved?</p> <p>How were people affected?</p>
<p><u>National Curriculum Links</u></p>	<p>local history study.</p> <p>ask and answer questions about continuity and change, cause and consequence, similarity and difference, and significance.</p> <p>make connections, contrasts and identify trends over time and develop the appropriate use of historical terms</p> <p>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Use a range of sources of evidence and reflect on their validity.</p>	<p>ask and answer questions about continuity and change, cause and consequence, similarity and difference, and significance.</p> <p>develop a chronologically secure knowledge and understanding of British, and world history, establishing clear narratives within and across the periods they study.</p> <p>make connections, contrasts and identify trends over time and develop the appropriate use of historical terms</p> <p>Use a range of sources of evidence and reflect on their validity.</p>	<p>a significant turning point in British history,</p> <p>local history study.</p> <p>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>ask and answer questions about continuity and change, cause and consequence, similarity and difference, and significance.</p> <p>make connections, contrasts and identify trends over time and develop the appropriate use of historical terms</p> <p>Use a range of sources of evidence and reflect on their validity.</p>