



Gillingstool History Long Term Plan

Rec	Autumn One	Spring One	Summer One
	<u>All About Me</u>	<u>Superheroes</u>	<u>Growing</u>
<p style="text-align: center;">UNDERSTANDING THE WORLD</p> <p style="text-align: center;">STRAND: PAST AND PRESENT</p>	<ul style="list-style-type: none"> ➤ Remember and talk about significant events in own experiences. ➤ Decades week – 1990s. ➤ Looking at and comparing real objects - clothes, toys... 	<ul style="list-style-type: none"> ➤ Compare and contrast characters from stories. 	<ul style="list-style-type: none"> ➤ Sequencing how things grow. ➤ Talk about how we grown from babies until now.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Scaffolds to support learners with SEND</p>	<ul style="list-style-type: none"> • Visual scaffolds: photos, pictures and diagrams • Connect to prior knowledge: photos to sort and group • Connect to prior knowledge: chart to map out event with seasons/celebrations • Vocabulary supports: photos with key vocabulary • Graphic organiser: sequence charts/timeline • Speaking frames: Sentence openers 	<ul style="list-style-type: none"> • Visual scaffolds: photos, pictures and diagrams • Vocabulary supports: photos with key vocabulary • Sensory models: Velcro map of UK/World • Use of IT: audio recording equipment • Graphic organiser: sequence charts/timeline 	<ul style="list-style-type: none"> • Connect to prior knowledge: photos to sort and group • Speaking frames: Sentence openers • Individual instructions: pictorial • Writing frames: cloze procedure with pictorial support • Use of IT: audio recording equipment



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	Autumn Two	Spring Two	Summer Two
Enquiry Focus	<u>Celebrations</u>	<u>Journeys</u>	<u>The Farm</u>
UNDERSTANDING THE WORLD STRAND: PAST AND PRESENT	<ul style="list-style-type: none"> ➤ Talk about familiar celebrations in the past. ➤ Remember and talk about familiar situations and celebrations in the past. 	<ul style="list-style-type: none"> ➤ Compare and contrast characters from stories. 	<ul style="list-style-type: none"> ➤ Compare and contrast characters from stories, including figures from the past. ➤ Sequence our journey through reception year. ➤ Talk about moving to Year 1.
Scaffolds to support learners with SEND	<ul style="list-style-type: none"> • Pre-teaching: vocabulary heads up with pictorial scaffolds • Connect to prior knowledge: charts to link new knowledge to old • Connect to prior knowledge: mind mapping and revisiting • Individual instructions: step-by-step • Individual instructions:: written instructions • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success • Graphic Organisers: sequence charts • Graphic Organisers: The Funnel • Graphic Organisers: picture dictionaries • Writing frames: sentence openers, sentence structures, close procedures. • Vocabulary supports: word banks with pictorial cues • Vocabulary supports: simplified questions and instructions • Visual scaffolds: photos, pictures and diagrams • Memory aids: personalised dictionary, posters, key spelling prompts • Memory aids: manipulatives (cubes, counters, number lines, calculators) • Models: 3d models, tactile maps, concrete materials • Use of IT: audio description, photos and videos to record 	<ul style="list-style-type: none"> • Pre-teaching: vocabulary heads up with pictorial scaffolds • Connect to prior knowledge: charts to link new knowledge to old • Connect to prior knowledge: mind mapping and revisiting • Individual instructions: step-by-step • Individual instructions:: written instructions • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success • Graphic Organisers: sequence charts • Graphic Organisers: The Funnel • Graphic Organisers: picture dictionaries • Writing frames: sentence openers, sentence structures, close procedures. • Vocabulary supports: word banks with pictorial cues • Vocabulary supports: simplified questions and instructions • Visual scaffolds: photos, pictures and diagrams • Memory aids: personalised dictionary, posters, key spelling prompts • Memory aids: manipulatives (cubes, counters, number lines, calculators) • Models: 3d models, tactile maps, concrete materials • Use of IT: audio description, photos and videos to record 	<ul style="list-style-type: none"> • Pre-teaching: vocabulary heads up with pictorial scaffolds • Connect to prior knowledge: charts to link new knowledge to old • Connect to prior knowledge: mind mapping and revisiting • Individual instructions: step-by-step • Individual instructions:: written instructions • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success • Graphic Organisers: sequence charts • Graphic Organisers: The Funnel • Graphic Organisers: picture dictionaries • Writing frames: sentence openers, sentence structures, close procedures. • Vocabulary supports: word banks with pictorial cues • Vocabulary supports: simplified questions and instructions • Visual scaffolds: photos, pictures and diagrams • Memory aids: personalised dictionary, posters, key spelling prompts • Memory aids: manipulatives (cubes, counters, number lines, calculators) • Models: 3d models, tactile maps, concrete materials • Use of IT: audio description, photos and videos to record



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	<ul style="list-style-type: none">• Speaking frames: sentence openers	Speaking frames: sentence openers	Speaking frames: sentence openers
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		Autumn	Spring	Summer
Enquiry Focus		<u>Geography: Thornbury/Cardiff</u>	<u>Local Study: Pioneers</u>	<u>History: Pirates and Explorers</u>
		<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		
Year 1/2	A	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Florence Nightingale and Edith Cavell] (<i>Princess Campbell</i>) significant historical events, people and places in their own locality (<i>Isambard Kingdom Brunel, Joseph Fry, Sarah and Sam Guppy, George Pocock, Thomas Guppy</i>) 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods: Christopher Columbus and Neil Armstrong, significant historical events, people and places in their own locality (<i>Blackbeard, John Cabot, Llandoger Trow and Hole in the Wall - links with Robert Louis Stevenson's Treasure Island</i>)



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Scaffolds to support learners with SEND	<ul style="list-style-type: none"> • Pre-teaching: vocabulary heads up with pictorial scaffolds • Connect to prior knowledge: charts to link new knowledge to old • Connect to prior knowledge: mind mapping and revisiting • Individual instructions: step-by-step • Individual instructions: written instructions • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success • Graphic Organisers: sequence charts • Graphic Organisers: The Funnel • Graphic Organisers: picture dictionaries • Writing frames: sentence openers, sentence structures, close procedures. • Vocabulary supports: word banks with pictorial cues • Vocabulary supports: simplified questions and instructions • Visual scaffolds: photos, pictures and diagrams • Memory aids: personalised dictionary, posters, key spelling prompts • Memory aids: manipulatives (cubes, counters, number lines, calculators) • Models: 3d models, tactile maps, concrete materials • Use of IT: audio description, photos and videos to record Speaking frames: sentence openers 	<ul style="list-style-type: none"> • Pre-teaching: vocabulary heads up with pictorial scaffolds • Connect to prior knowledge: charts to link new knowledge to old • Connect to prior knowledge: mind mapping and revisiting • Individual instructions: step-by-step • Individual instructions: written instructions • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success • Graphic Organisers: sequence charts • Graphic Organisers: The Funnel • Graphic Organisers: picture dictionaries • Writing frames: sentence openers, sentence structures, close procedures. • Vocabulary supports: word banks with pictorial cues • Vocabulary supports: simplified questions and instructions • Visual scaffolds: photos, pictures and diagrams • Memory aids: personalised dictionary, posters, key spelling prompts • Memory aids: manipulatives (cubes, counters, number lines, calculators) • Models: 3d models, tactile maps, concrete materials • Use of IT: audio description, photos and videos to record Speaking frames: sentence openers 	<ul style="list-style-type: none"> • Pre-teaching: vocabulary heads up with pictorial scaffolds • Connect to prior knowledge: charts to link new knowledge to old • Connect to prior knowledge: mind mapping and revisiting • Individual instructions: step-by-step • Individual instructions: written instructions • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success • Graphic Organisers: sequence charts • Graphic Organisers: The Funnel • Graphic Organisers: picture dictionaries • Writing frames: sentence openers, sentence structures, close procedures. • Vocabulary supports: word banks with pictorial cues • Vocabulary supports: simplified questions and instructions • Visual scaffolds: photos, pictures and diagrams • Memory aids: personalised dictionary, posters, key spelling prompts • Memory aids: manipulatives (cubes, counters, number lines, calculators) • Models: 3d models, tactile maps, concrete materials • Use of IT: audio description, photos and videos to record Speaking frames: sentence openers
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		Autumn	Spring	Summer
Enquiry Focus		<u>Geography: Weather</u>	<u>Local Study: Flight</u>	<u>History: Castles</u>
		<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		
Year 1/2	B		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally (<i>the first aeroplane flight, first air balloon flight, Concorde</i>) the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (<i>Montgolfier brothers, Don Cameron</i>) significant historical events, people and places in their own locality (<i>BAC, Cameron Balloons</i>) 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally (<i>building of local castles</i>) the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (<i>Edward Stafford, Duke of Buckingham, Henry VIII</i>) significant historical events, people and places in their own locality (<i>Thornbury Castle, Edward Stafford, Duke of Buckingham, Henry VIII</i>)
		<ul style="list-style-type: none"> Pre-teaching: vocabulary heads up with pictorial scaffolds Connect to prior knowledge: charts to link new knowledge to old Connect to prior knowledge: mind mapping and revisiting 	<ul style="list-style-type: none"> Pre-teaching: vocabulary heads up with pictorial scaffolds Connect to prior knowledge: charts to link new knowledge to old Connect to prior knowledge: mind mapping and revisiting 	<ul style="list-style-type: none"> Pre-teaching: vocabulary heads up with pictorial scaffolds Connect to prior knowledge: charts to link new knowledge to old Connect to prior knowledge: mind mapping and revisiting
Scaffolds to support learners with SEND		<ul style="list-style-type: none"> Pre-teaching: vocabulary heads up with pictorial scaffolds Connect to prior knowledge: charts to link new knowledge to old Connect to prior knowledge: mind mapping and revisiting 	<ul style="list-style-type: none"> Pre-teaching: vocabulary heads up with pictorial scaffolds Connect to prior knowledge: charts to link new knowledge to old Connect to prior knowledge: mind mapping and revisiting 	<ul style="list-style-type: none"> Pre-teaching: vocabulary heads up with pictorial scaffolds Connect to prior knowledge: charts to link new knowledge to old Connect to prior knowledge: mind mapping and revisiting



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	<ul style="list-style-type: none"> • Individual instructions: step-by-step • Individual instructions:: written instructions • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success • Graphic Organisers: sequence charts • Graphic Organisers: The Funnel • Graphic Organisers: picture dictionaries • Writing frames: sentence openers, sentence structures, close procedures. • Vocabulary supports: word banks with pictorial cues • Vocabulary supports: simplified questions and instructions • Visual scaffolds: photos, pictures and diagrams • Memory aids: personalised dictionary, posters, key spelling prompts • Memory aids: manipulatives (cubes, counters, number lines, calculators) • Models: 3d models, tactile maps, concrete materials • Use of IT: audio description, photos and videos to record <p style="text-align: center;">Speaking frames: sentence openers</p>	<ul style="list-style-type: none"> • Individual instructions: step-by-step • Individual instructions:: written instructions • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success • Graphic Organisers: sequence charts • Graphic Organisers: The Funnel • Graphic Organisers: picture dictionaries • Writing frames: sentence openers, sentence structures, close procedures. • Vocabulary supports: word banks with pictorial cues • Vocabulary supports: simplified questions and instructions • Visual scaffolds: photos, pictures and diagrams • Memory aids: personalised dictionary, posters, key spelling prompts • Memory aids: manipulatives (cubes, counters, number lines, calculators) • Models: 3d models, tactile maps, concrete materials • Use of IT: audio description, photos and videos to record <p style="text-align: center;">Speaking frames: sentence openers</p>	<ul style="list-style-type: none"> • Individual instructions: step-by-step • Individual instructions:: written instructions • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success • Graphic Organisers: sequence charts • Graphic Organisers: The Funnel • Graphic Organisers: picture dictionaries • Writing frames: sentence openers, sentence structures, close procedures. • Vocabulary supports: word banks with pictorial cues • Vocabulary supports: simplified questions and instructions • Visual scaffolds: photos, pictures and diagrams • Memory aids: personalised dictionary, posters, key spelling prompts • Memory aids: manipulatives (cubes, counters, number lines, calculators) • Models: 3d models, tactile maps, concrete materials • Use of IT: audio description, photos and videos to record <p style="text-align: center;">Speaking frames: sentence openers</p>
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Gillingstool History Long Term Plan

		Autumn	Spring	Summer
Enquiry Focus		<u>Geography: Greece / Crete</u>	<u>Local Study: WW2 Bristol and Thornbury</u>	<u>History: Stone Age to Iron Age</u>
		<p>Pupils should continue to 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>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>		
Year 3/4	A	<ul style="list-style-type: none"> 	<p>Pupils should be taught about:</p> <p>a local history study</p> <p>Examples (non-statutory)</p> <ul style="list-style-type: none"> • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	<p>Pupils should be taught about:</p> <p>changes in Britain from the Stone Age to the Iron Age</p> <p>Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture
Scaffolds to support learners with SEND		<ul style="list-style-type: none"> • Pre-teaching: vocabulary heads up with pictorial scaffolds • Connect to prior knowledge: charts to link new knowledge to old • Connect to prior knowledge: mind mapping and revisiting • Individual instructions: step-by-step • Individual instructions:: written instructions • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success 	<ul style="list-style-type: none"> • Pre-teaching: vocabulary heads up with pictorial scaffolds • Connect to prior knowledge: charts to link new knowledge to old • Connect to prior knowledge: mind mapping and revisiting • Individual instructions: step-by-step • Individual instructions:: written instructions • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success 	<ul style="list-style-type: none"> • Pre-teaching: vocabulary heads up with pictorial scaffolds • Connect to prior knowledge: charts to link new knowledge to old • Connect to prior knowledge: mind mapping and revisiting • Individual instructions: step-by-step • Individual instructions:: written instructions • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success



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<ul style="list-style-type: none">• Graphic Organisers: sequence charts• Graphic Organisers: The Funnel• Graphic Organisers: picture dictionaries• Writing frames: sentence openers, sentence structures, close procedures.• Vocabulary supports: word banks with pictorial cues• Vocabulary supports: simplified questions and instructions• Visual scaffolds: photos, pictures and diagrams• Memory aids: personalised dictionary, posters, key spelling prompts• Memory aids: manipulatives (cubes, counters, number lines, calculators)• Models: 3d models, tactile maps, concrete materials• Use of IT: audio description, photos and videos to record• Speaking frames: sentence openers	<ul style="list-style-type: none">• Graphic Organisers: sequence charts• Graphic Organisers: The Funnel• Graphic Organisers: picture dictionaries• Writing frames: sentence openers, sentence structures, close procedures.• Vocabulary supports: word banks with pictorial cues• Vocabulary supports: simplified questions and instructions• Visual scaffolds: photos, pictures and diagrams• Memory aids: personalised dictionary, posters, key spelling prompts• Memory aids: manipulatives (cubes, counters, number lines, calculators)• Models: 3d models, tactile maps, concrete materials• Use of IT: audio description, photos and videos to record• Speaking frames: sentence openers	<ul style="list-style-type: none">• Graphic Organisers: sequence charts• Graphic Organisers: The Funnel• Graphic Organisers: picture dictionaries• Writing frames: sentence openers, sentence structures, close procedures.• Vocabulary supports: word banks with pictorial cues• Vocabulary supports: simplified questions and instructions• Visual scaffolds: photos, pictures and diagrams• Memory aids: personalised dictionary, posters, key spelling prompts• Memory aids: manipulatives (cubes, counters, number lines, calculators)• Models: 3d models, tactile maps, concrete materials• Use of IT: audio description, photos and videos to record• Speaking frames: sentence openers
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Gillingschool History Long Term Plan

		Autumn	Spring	Summer
Enquiry Focus		<u>Geography: Disasters</u>	<u>Local Study: Romans/Invaders and Settlers</u>	<u>History: Ancient Egypt</u>
		<p>Pupils should continue to 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>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>		
Year 3/4	B		<p>Pupils should be taught about:</p> <p>the Roman Empire and its impact on Britain</p> <p>Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Pupils should be taught about:</p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>
Scaffolds to support learners with SEND		<ul style="list-style-type: none"> • Pre-teaching: vocabulary heads up with pictorial scaffolds • Connect to prior knowledge: charts to link new knowledge to old • Connect to prior knowledge: mind mapping and revisiting • Individual instructions: step-by-step • Individual instructions:: written instructions 	<ul style="list-style-type: none"> • Pre-teaching: vocabulary heads up with pictorial scaffolds • Connect to prior knowledge: charts to link new knowledge to old • Connect to prior knowledge: mind mapping and revisiting • Individual instructions: step-by-step • Individual instructions:: written instructions 	<ul style="list-style-type: none"> • Pre-teaching: vocabulary heads up with pictorial scaffolds • Connect to prior knowledge: charts to link new knowledge to old • Connect to prior knowledge: mind mapping and revisiting • Individual instructions: step-by-step • Individual instructions:: written instructions



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	<ul style="list-style-type: none"> • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success • Graphic Organisers: sequence charts • Graphic Organisers: The Funnel • Graphic Organisers: picture dictionaries • Writing frames: sentence openers, sentence structures, close procedures. • Vocabulary supports: word banks with pictorial cues • Vocabulary supports: simplified questions and instructions • Visual scaffolds: photos, pictures and diagrams • Memory aids: personalised dictionary, posters, key spelling prompts • Memory aids: manipulatives (cubes, counters, number lines, calculators) • Models: 3d models, tactile maps, concrete materials • Use of IT: audio description, photos and videos to record <p>Speaking frames: sentence openers</p>	<ul style="list-style-type: none"> • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success • Graphic Organisers: sequence charts • Graphic Organisers: The Funnel • Graphic Organisers: picture dictionaries • Writing frames: sentence openers, sentence structures, close procedures. • Vocabulary supports: word banks with pictorial cues • Vocabulary supports: simplified questions and instructions • Visual scaffolds: photos, pictures and diagrams • Memory aids: personalised dictionary, posters, key spelling prompts • Memory aids: manipulatives (cubes, counters, number lines, calculators) • Models: 3d models, tactile maps, concrete materials • Use of IT: audio description, photos and videos to record <p>Speaking frames: sentence openers</p>	<ul style="list-style-type: none"> • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success • Graphic Organisers: sequence charts • Graphic Organisers: The Funnel • Graphic Organisers: picture dictionaries • Writing frames: sentence openers, sentence structures, close procedures. • Vocabulary supports: word banks with pictorial cues • Vocabulary supports: simplified questions and instructions • Visual scaffolds: photos, pictures and diagrams • Memory aids: personalised dictionary, posters, key spelling prompts • Memory aids: manipulatives (cubes, counters, number lines, calculators) • Models: 3d models, tactile maps, concrete materials • Use of IT: audio description, photos and videos to record <p>Speaking frames: sentence openers</p>
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Gillingstool History Long Term Plan

		Autumn	Spring	Summer
Enquiry Focus		<u>Geography: Energy</u>	<u>Local Study: Medicine</u>	<u>History: Ancient Greece</u>
		<p>Pupils should continue to 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>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>		
Year 5/6	A		<p>Pupils should be taught about:</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Examples (non-statutory)</p> <ul style="list-style-type: none"> the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century (Medicine: local links - Humphrey Davy, William Budd, Edward Jenner, Elizabeth Blackwell, Beryl Corner, Eliza Walker Dunbar) the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain 	<p>Pupils should be taught about:</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
		<ul style="list-style-type: none"> Pre-teaching: vocabulary heads up with pictorial scaffolds Connect to prior knowledge: charts to link new knowledge to old 	<ul style="list-style-type: none"> Pre-teaching: vocabulary heads up with pictorial scaffolds Connect to prior knowledge: charts to link new knowledge to old 	<ul style="list-style-type: none"> Pre-teaching: vocabulary heads up with pictorial scaffolds Connect to prior knowledge: charts to link new knowledge to old
Scaffolds to support learners with SEND				



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<ul style="list-style-type: none"> • Connect to prior knowledge: mind mapping and revisiting • Individual instructions: step-by-step • Individual instructions:: written instructions • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success • Graphic Organisers: sequence charts • Graphic Organisers: The Funnel • Graphic Organisers: picture dictionaries • Writing frames: sentence openers, sentence structures, close procedures. • Vocabulary supports: word banks with pictorial cues • Vocabulary supports: simplified questions and instructions • Visual scaffolds: photos, pictures and diagrams • Memory aids: personalised dictionary, posters, key spelling prompts • Memory aids: manipulatives (cubes, counters, number lines, calculators) • Models: 3d models, tactile maps, concrete materials • Use of IT: audio description, photos and videos to record <p style="text-align: center;">Speaking frames: sentence openers</p>	<ul style="list-style-type: none"> • Connect to prior knowledge: mind mapping and revisiting • Individual instructions: step-by-step • Individual instructions:: written instructions • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success • Graphic Organisers: sequence charts • Graphic Organisers: The Funnel • Graphic Organisers: picture dictionaries • Writing frames: sentence openers, sentence structures, close procedures. • Vocabulary supports: word banks with pictorial cues • Vocabulary supports: simplified questions and instructions • Visual scaffolds: photos, pictures and diagrams • Memory aids: personalised dictionary, posters, key spelling prompts • Memory aids: manipulatives (cubes, counters, number lines, calculators) • Models: 3d models, tactile maps, concrete materials • Use of IT: audio description, photos and videos to record <p style="text-align: center;">Speaking frames: sentence openers</p>	<ul style="list-style-type: none"> • Connect to prior knowledge: mind mapping and revisiting • Individual instructions: step-by-step • Individual instructions:: written instructions • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success • Graphic Organisers: sequence charts • Graphic Organisers: The Funnel • Graphic Organisers: picture dictionaries • Writing frames: sentence openers, sentence structures, close procedures. • Vocabulary supports: word banks with pictorial cues • Vocabulary supports: simplified questions and instructions • Visual scaffolds: photos, pictures and diagrams • Memory aids: personalised dictionary, posters, key spelling prompts • Memory aids: manipulatives (cubes, counters, number lines, calculators) • Models: 3d models, tactile maps, concrete materials • Use of IT: audio description, photos and videos to record <p style="text-align: center;">Speaking frames: sentence openers</p>
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Gillinstool History Long Term Plan

		Autumn	Spring	Summer
Enquiry Focus		<u>Geography: Climate</u>	<u>Local Study: Trade: Slavery/Fair-Trade</u>	<u>History: Mayan / Amazon Basin</u>
		<p>Pupils should continue to 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>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>		
Year 5/6	B		<p>Pupils should be taught about:</p> <p>a local history study Examples (non-statutory)</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Pupils should be taught about:</p> <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
Scaffolds to support learners with SEND		<ul style="list-style-type: none"> • Pre-teaching: vocabulary heads up with pictorial scaffolds • Connect to prior knowledge: charts to link new knowledge to old • Connect to prior knowledge: mind mapping and revisiting • Individual instructions: step-by-step • Individual instructions:: written instructions • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success • Graphic Organisers: sequence charts • Graphic Organisers: The Funnel • Graphic Organisers: picture dictionaries • Writing frames: sentence openers, sentence structures, close procedures. • Vocabulary supports: word banks with pictorial cues • Vocabulary supports: simplified questions and instructions • Visual scaffolds: photos, pictures and diagrams 	<ul style="list-style-type: none"> • Pre-teaching: vocabulary heads up with pictorial scaffolds • Connect to prior knowledge: charts to link new knowledge to old • Connect to prior knowledge: mind mapping and revisiting • Individual instructions: step-by-step • Individual instructions:: written instructions • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success • Graphic Organisers: sequence charts • Graphic Organisers: The Funnel • Graphic Organisers: picture dictionaries • Writing frames: sentence openers, sentence structures, close procedures. • Vocabulary supports: word banks with pictorial cues • Vocabulary supports: simplified questions and instructions • Visual scaffolds: photos, pictures and diagrams 	<ul style="list-style-type: none"> • Pre-teaching: vocabulary heads up with pictorial scaffolds • Connect to prior knowledge: charts to link new knowledge to old • Connect to prior knowledge: mind mapping and revisiting • Individual instructions: step-by-step • Individual instructions:: written instructions • Individual instructions: pictorial instructions • Success criteria: WILF grid • Success criteria: Recipe or Steps to Success • Graphic Organisers: sequence charts • Graphic Organisers: The Funnel • Graphic Organisers: picture dictionaries • Writing frames: sentence openers, sentence structures, close procedures. • Vocabulary supports: word banks with pictorial cues • Vocabulary supports: simplified questions and instructions • Visual scaffolds: photos, pictures and diagrams



Gillingstool History Long Term Plan

	<ul style="list-style-type: none">• Memory aids: personalised dictionary, posters, key spelling prompts• Memory aids: manipulatives (cubes, counters, number lines, calculators)• Models: 3d models, tactile maps, concrete materials• Use of IT: audio description, photos and videos to record Speaking frames: sentence openers	<ul style="list-style-type: none">• Memory aids: personalised dictionary, posters, key spelling prompts• Memory aids: manipulatives (cubes, counters, number lines, calculators)• Models: 3d models, tactile maps, concrete materials• Use of IT: audio description, photos and videos to record Speaking frames: sentence openers	<ul style="list-style-type: none">• Memory aids: personalised dictionary, posters, key spelling prompts• Memory aids: manipulatives (cubes, counters, number lines, calculators)• Models: 3d models, tactile maps, concrete materials• Use of IT: audio description, photos and videos to record Speaking frames: sentence openers
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