



Gillingstool History Long Term Plan

| Rec | Autumn One | Spring One | Summer One |
|---|--|--|--|
| Enquiry Focus | <u>All About Me</u> | <u>Superheroes</u> | <u>Growing (mini-beasts)</u> |
| Area of Learning: Understanding the World Strand: People & Communities | <ul style="list-style-type: none"> To show interest in the lives of people who are familiar to them. (30-50) To remember and talk about significant events in their own experiences. (30-50) To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. (30-50) | <ul style="list-style-type: none"> To show interest in the lives of people who are familiar to them. (30-50) To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. (30-50) To show interest in different occupations and ways of life. (30-50) | <ul style="list-style-type: none"> They know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG) |
| Area of Learning: Understanding the World Strand: People & Communities | <ul style="list-style-type: none"> To develop an understanding of growth, decay and changes over time. (30-50) | <ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change. (40-60) | <ul style="list-style-type: none"> To talk about why things happen and how things work. (30-50) To develop an understanding of growth, decay and changes over time. (30-50) To look closely at similarities, differences, patterns and change. (40-60) They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG) |



Gillingstool History Long Term Plan

| | | | |
|---|--|--|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Scaffolds to support learners with SEND</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 • 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 |
|---|--|--|--|



Gillingstool History Long Term Plan

| | Autumn Two | Spring Two | Summer Two |
|---|---|---|---|
| Enquiry Focus | <u>Celebrations</u> | <u>Journeys</u> | <u>The Farm</u> |
| Area of Learning: Understanding the World Strand: People & Communities | <ul style="list-style-type: none"> To remember and talk about significant events in their own experience. (30-50) To recognise and describe special times or events for family or friends. (30-50) To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (30-50) To enjoy joining in with family customs and routines. (40-60) | <ul style="list-style-type: none"> To remember and talk about significant events in their own experiences. (30-50) To talk about past and present events in their own lives and in the lives of family members. (ELG) | <ul style="list-style-type: none"> They know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG) |
| Area of Learning: Understanding the World Strand: People & Communities | <ul style="list-style-type: none"> To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. (30-50) To look closely at similarities, differences, patterns and change. (40-60) | <ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change. (40-60) | <ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change. (40-60) They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG) |
| 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 | <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 | <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 |



Gillingsstool History Long Term Plan

| | | | |
|--|---|---|---|
| | <ul style="list-style-type: none">• 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: 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: 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• |
|--|---|---|---|



Gillingstool History Long Term Plan

| | | 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>) |



Gillingstool History Long Term Plan

| | | | |
|---|--|--|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Scaffolds to support learners with SEND</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 • 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 |
|---|--|--|--|



Gillingstool History Long Term Plan

| | | 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 |



Gillingstool History Long Term Plan

| | | | |
|--|---|---|---|
| | <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> |
|--|---|---|---|



Gillingschools 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 |



Gillingsstool History Long Term Plan

| | | |
|---|---|---|
| <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 |
|---|---|---|



Gillingstool 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> |
| | | <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 |
| Scaffolds to support learners with SEND | | | | |



Gillingsstool History Long Term Plan

| | | |
|--|--|--|
| <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 Speaking frames: sentence openers | <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 Speaking frames: sentence openers | <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 Speaking frames: sentence openers |
|--|--|--|



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 | | | | |



Gillingstool History Long Term Plan

| | | | |
|--|--|--|--|
| | <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> |
|--|--|--|--|



Gillingsstool 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 |
|--|---|---|---|