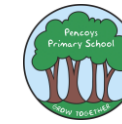




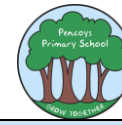
# History Long Term Plan- Pencoys Primary School



	<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>
	<i>Exploration and Discovery</i>	<i>Society</i>	<i>Changing Britain</i>
Pre school	<b>Getting to know you, transport, Remembrance</b>	<b>Time, celebrations</b>	<b>Growing</b>
	<ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families.</li> <li>• Talk about what they see – vocab – then/ now</li> <li>• Begin to make sense of their own life story and families history.</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families.</li> <li>• Talk about what they see – vocab – then/ now</li> <li>• Future and past tense</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what they see – vocab – then/ now</li> <li>• Future and past tense</li> </ul>
R	<b>Autumn: What do I know about you? Why is light important?</b>	<b>Spring: Where in the world am I? How does it grow?</b>	<b>Summer: Who helps us? What is under the sea?</b>
	<ul style="list-style-type: none"> <li>• Family history – vocab past. Present               <ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past</li> </ul> </li> <li>• Celebrations over time e.g Christmas               <ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past</li> </ul> </li> </ul>	Historical events – space travel and landing Farming – then and now - Images of familiar situations in the past - Compare and contrast characters from stories including figures from the past.	Special people – Jacques Cousteau – underwater film historical inventions, lifeboats and crew. Flotsam - Images of familiar situations in the past - Compare and contrast characters from stories including figures from the past.
Y1	<b>How do we find out about the past?</b>	<b>What is the role of a monarch?</b>	<b>What was the seaside like in the past?</b>
	<ul style="list-style-type: none"> <li>• How we find out about the past- types of evidence.</li> <li>• Significant people: Mary Anning – lens to explore the past and how we discover more about it.</li> </ul>	<ul style="list-style-type: none"> <li>• Role of a monarch</li> <li>• UK Kings &amp; Queens through time.</li> <li>• Elizabeth II – our queen and key events from her life.</li> </ul>	<ul style="list-style-type: none"> <li>• Significant places: local link</li> <li>• Using evidence to compare (photographs, interviews of grandparents) living memory</li> <li>• Beyond living memory – Victorian seaside.</li> </ul>
	<u>Cross curricular links:</u> Reading - Stone Girl, Bone Girl Science - animals	<u>Cross curricular links:</u> DT - bridges	<u>Cross curricular links:</u> DT - puppets (Punch and Judy)
Y2	<b>How do we know what Cornish explorers did?</b>	<b>Who survived the Titanic?</b>	<b>What makes Cornwall's mines important?</b>
	<ul style="list-style-type: none"> <li>• Lives of different individuals at that time compared to now.</li> <li>• Sources of evidence.</li> <li>• Significant achievements of individuals</li> <li>• Importance of exploration to society at that time.</li> </ul>	<ul style="list-style-type: none"> <li>• Titanic</li> <li>• Significant events beyond living memory</li> <li>• Impact of class in society at that time.</li> </ul>	<ul style="list-style-type: none"> <li>• Significant places in locality</li> <li>• Compare life in a different time period.</li> <li>• Local events and significant people.</li> </ul>
	<u>Cross curricular links:</u> Reading – The antlered ship Writing – Here be Monsters	<u>Cross curricular links:</u> Art – Harold Ancart icebergs Reading – Tonight on the Titanic	<u>Cross curricular links:</u> RE – Cornish Saints - St.



# History Long Term Plan- Pencoys Primary School



Y3	<b>How do we find out about ancient civilisations?</b>	<b>How do we know what life was like in the prehistoric Britain?</b>	<b>What did the Romans do for us?</b>
	<ul style="list-style-type: none"> <li>• Early civilisation – Ancient Egypt</li> <li>• Sources of evidence.</li> <li>• Religion and beliefs</li> <li>• Key achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Hunter gatherers to settlers, impact of metal.</li> <li>• Impact on Britain</li> <li>• Changes in these societies.</li> </ul>	<ul style="list-style-type: none"> <li>• Settlements and invasion</li> <li>• Religion</li> <li>• Legacy in Britain</li> </ul>
	<u>Cross curricular links:</u>	<u>Cross curricular links:</u>	<u>Cross curricular links:</u>
Y4	<b>What does the evidence tell us about the Maya?</b>	<b>What is the impact of the Ancient Greek culture on society today?</b>	<b>Why was Falmouth important to the British Empire?</b>
	<ul style="list-style-type: none"> <li>• Non-European society Mayan civilisation c. AD 900</li> <li>• Religion and beliefs</li> <li>• Key achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Civilisation and society</li> <li>• Religion and beliefs</li> <li>• Democracy</li> <li>• Legacy</li> </ul>	<ul style="list-style-type: none"> <li>• Local history study</li> <li>• Importance of Cornwall for the Empire</li> <li>• Packet ships and post</li> <li>• Evidence of change e.g. Truro Quay</li> </ul>
	<u>Cross curricular links:</u>	<u>Cross curricular links:</u> Art – Greek pottery	<u>Cross curricular links:</u>
Y5	<b>What does the evidence of Shackleton’s expedition teach us about resilience?</b>	<b>What was the impact of the Anglo-Saxon and Scots invasion?</b>	<b>How did England become England?</b>
	<ul style="list-style-type: none"> <li>• Heroic Age of Antarctic Exploration               <ul style="list-style-type: none"> <li>• Post 1066 study</li> <li>• Reasons for and limitations of exploration</li> <li>• Impact on society</li> <li>• Legacy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Settlement and invasion               <ul style="list-style-type: none"> <li>• Impact on Britain - religion</li> <li>• Legacy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Viking Invasion</li> <li>• Impact on Britain</li> <li>• Legacy in Britain e.g. rule of law, democracy, impact on language, settlement names.</li> </ul>
	<u>Cross curricular links:</u> Biographies of Shackleton Science – animals of the arctic/Antarctic	<u>Cross curricular links:</u> Reading – Beowulf	<u>Cross curricular links:</u> Writing – Invasion story
Y6	<b>Why was the Battle of Britain important?</b>	<b>What did the Windrush generation do for Britain?</b>	<b>Where are all the Cornish miners?</b>
	<ul style="list-style-type: none"> <li>• Post 1066 (1940)</li> <li>• Role of Britain</li> <li>• Legacy and significance in 21st century</li> </ul>	<ul style="list-style-type: none"> <li>• Post 1066 (1948)</li> <li>• Windrush</li> <li>• Legacy and significance in 21st century</li> </ul>	<ul style="list-style-type: none"> <li>• Local history study</li> <li>• Significance of Local mining locally, nationally and globally</li> <li>• Migration of Cornish people and their skills.</li> <li>• Legacy of tin mining and the Cousin Jacks.</li> </ul>
	<u>Cross curricular links:</u> Art – activism/ propaganda Reading – Boy in the striped pyjamas.	<u>Cross curricular links:</u>	<u>Cross curricular links:</u>



# History Long Term Plan- Pencoys Primary School

