



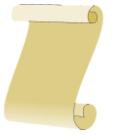
St Laurence's CE Primary School
 History
 Long Term Plan
 Year 1



Autumn 1	Autumn 2 All About Me!	Spring 1	Spring 2 Castles, Knights and Dragons	Summer 1	Summer 2 Seaside Holidays in the Past
	<p><u>Key Content & Skills</u> Sequence events in their life (describe memories and changes that have happened in their own lives).</p> <p>Describe memories of key events in their lives - Sequence events that are close together in time.</p> <p>Describe significant individuals from the past.</p> <p>Observe and handle evidence to ask simple questions about the past.</p>		<p><u>Key Content & Skills</u> Know and recount episodes from stories about past Describe significant individuals from the past.</p> <p>Observe and handle evidence to ask simple questions about the past.</p>		<p><u>Key Content & Skills</u> Recognise some similarities and differences between the past and the present.</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Observe and handle evidence to ask simple questions about the past.</p>
	<p><u>Vocabulary</u> Old New Past Present Order Sequence Timeline Family Tree</p>		<p><u>Vocabulary</u> Castle Defend Battlements Timeline Normans Medieval Court Banquet Invasion</p>		<p><u>Vocabulary</u> Present Past Similarities Differences Evidence Bathing Machine Research Hockey Pokey</p>
	<p><u>Assessment against the National Curriculum</u> Develop an awareness of the past, using common words and phrases relating to the passing of time.</p>		<p><u>Assessment against the National Curriculum</u> They should ask and answer questions, choosing and using parts of stories and other sources to show that they know</p>		<p><u>Assessment against the National Curriculum</u> They should know where the people and events they study fit within a chronological framework and identify</p>



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			and understand key features of events. significant historical events, people and places in their own locality.		similarities and differences between ways of life in different periods.
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