



Can we use evidence to describe the past?

Chn to use primary and secondary resources to re-search Grimsby typical fishing way of life.

What is Grimsby famous for? (Now and then.)

Ask questions to find out more about the past eg 'How did people ...?' 'What did people do for ?'

Add to visual timetable.

What was the impact of fishing on Grimsby?

Children to make links between the fishing industry in the past and present.

Use specific chronological language—century/decade

What does Grimsby's Dock Tower do?

Research using ICT. Chn to ask questions to help find info. They need to identify the century and decade and place on the time line.

Trip to Fishing Heritage Centre.

Chn to consolidate learning so far.

Look at Trawlers in more detail. Chn get to visit Ross Tiger.

**Autumn 1  
2020/221**

**Year 3**

**What made  
Grimsby great?**

How did the Trawler men live on board?

Looking at the life of a fisherman on board a trawler. Using specific language—heritage, trawler, fleet, vessels etc

Places the trawlers would visit on a map.

**VOCABULARY:** Century, decade, BC, AD present, past, fishing industry, hierarchy, pastimes, heritage, trawler, vessels, fleet, skipper, captain, deckhand, docks, harbour, haddock, cod, smoked, unsmoked

