



Mousehole School's History Curriculum

History Knowledge, Skills, Sequencing and Progression

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Chronological Knowledge and Understanding	Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW)	Understand chronology and have an awareness of past and present.	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Order events over a wider timescale and understand this.	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Understand the impact of historical events, including in relation to other events and to the modern day.
Use of Sources	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (LA+U)	Understand that there are different ways that we find out about the past.	Use historical information. Understand that our knowledge of the past is constructed from a range of sources. Know the difference between primary and secondary sources.	Choose and use historical information. Use a variety of reliable sources to gain a deeper understanding. Compare historical sources and suggest the validity of these.
Historical Enquiry	Make comments about what they have heard and ask questions to clarify their understanding. (S)	Ask and answer simple historical questions relating to the topic using stories and other sources.	Answer and begin to ask historical questions.	Answer and ask historical questions about change, cause, similarity, difference and significance.
Cause and Consequence	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (S)	Talk about why things happened and explain what happened as a result.	Recognise why people did things, why events happened and the consequences.	Identify, and give reasons for, results of historical events, situations and changes.
Similarities / Differences	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)	Identify similarities and differences between ways of life in different periods.	Note connections and contrasts.	Connections, contrasts and trends over time.
Significance	Talk about the lives of the people around them and their roles in society. (UW)	Talk about who was important.	Identify historically significant people and events.	Identify and evaluate historically significant people and events.
Vocabulary / Historical Terms	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (S)	Use language relating to the passing of time and historical terms.	Develop use of historical terms.	Develop appropriate use of historical terms.



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Key Stage 1						
Year A						
	Prior Learning	Intent (children will learn)	Unit/Key question	Sequence of Lessons / Enquiry questions	Vocabulary	Outcome / Composite
Autumn A	<p>EYFS: Know some similarities between the past and now; understand the past through books. Talk about the lives of significant people around them.</p> <p>Y1/2: Significant historical events, people and places in our locality</p>	<p>Chronology I can label timelines with words such as: past, present, older, and newer.</p> <p>I can recount changes that have occurred in my own life.</p> <p>Evidence and interpretation I can look at sources and ask what was it like for people?</p> <p>Cause and consequences I can discuss causes that lead to toys changing.</p> <p>Change and continuity I can say which toys have stayed the same and which toys have changed over time.</p> <p>Similarities and differences I can compare toys using pictures from the past and present.</p> <p>Historical Significance I can name a significant toy from the past</p>	<p>History focus</p> <p><i>How have toys changed over the last 50 years?</i></p>	<ul style="list-style-type: none"> Recap and assess prior learning How can we find out about the past? What are our toys like now? What was my favourite toy when I was a baby? What were our guardians' toys like and how do we know? What were our older relatives' toys like and how do we know? How have toys changed since our older relatives were little? 	<p>favourite, past present, older, newer</p> <p>General Key Stage specific vocabulary in bold</p> <p>significant, before, after, past, present, monument, same, different, change, continuity, then, now, evidence, archaeologist, modern-day, chronological order, timeline, old, new, today, similar, compare, decade, century</p>	<p>Some outcomes or composites may be cohort dependent but all knowledge development and enquiry focus will be the same for every child regardless of ability or SEND.</p>



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<p>Spring A</p>	<p>EYFS: Know some similarities between the past and now; understand the past through books. Talk about the lives of significant people around them.</p> <p>Y1/2 Significant historical events, people and places in our locality E.g. Toys unit</p>	<p>Chronology I can place events and some artefacts on a timeline</p> <p>Evidence and interpretation I can observe or handle some evidence to ask questions about the past</p> <p>Cause and consequences I can begin to explain why monarchs built castles and what the consequences of these actions were</p> <p>Change and continuity I can describe changes and historical events</p> <p>Similarities and differences I can compare the similarities and differences between different castles</p> <p>Historical Significance I can begin to talk about key events of a significant king/queen or castle</p>	<p>Geography focus</p> <p><i>Where did Kings and Queens live through time?</i></p>	<ul style="list-style-type: none"> Recap prior learning How can we find out about the past? Why did monarchs build castles? Who were the kings and queens of the past? Who was queen Victoria and where did she live? Who was the first queen Elizabeth? Why do we remember king William I? Where did kings and queens live through time? 	<p>king, queen, reign, monarch, coronation, moat, drawbridge, battlements, attack, defend, protect, Buckingham Palace, Windsor Castle, Balmoral Castle, Queen Elizabeth II, sceptre, regal, Battle of Hastings, William the Conqueror</p>	<p>Some outcomes or composites may be cohort dependent but all knowledge development and enquiry focus will be the same for every child regardless of ability or SEND.</p>
<p>Summer A</p>	<p>EYFS: Know some similarities between</p>	<p>Chronology I can place explorative events on a timeline.</p> <p>Evidence and interpretation</p>	<p>History focus</p> <p><i>Where have humans</i></p>	<ul style="list-style-type: none"> Recap prior learning How can we find out about the past? Why do people explore? Who are the important explorers from the past? 	<p>explore, explorer, exploration, astronaut,</p>	<p>Some outcomes or composites may be cohort dependent but all knowledge development and enquiry focus will be the same for every child</p>



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	<p>the past and now; understand the past through books. Talk about the lives of significant people around them.</p> <p>Y1/2: Significant historical events, people and places in our locality E.g. Toys and Kings and Queens unit</p>	<p>I can use evidence of explorers lives to ask questions about the past</p> <p>Cause and consequences I can discuss the causes of exploring and what we found out from exploration</p> <p>Change and continuity I can describe changes over a period of time</p> <p>Similarities and differences I can use pictures and stories to find out about the past and compare different explorations</p> <p>Historical Significance I can name a significant explorers from the past</p>	<p>explored ?</p>	<ul style="list-style-type: none"> • What are the famous explorations of the past? • Can we compare different explorations? • How have explorations changed over time? 	<p>oceanographer, mountaineer</p>	<p>regardless of ability or SEND.</p>
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Year B

	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons / Composite WALT (children will...)	Vocabulary	Outcome / Composite
Autumn B	<p>EYFS: Know some similarities between the past and now; understand the past through books. Talk about the lives of</p>	<p>Chronology I can place events, artefacts and historical figures on a timeline</p> <p>I can use dates where appropriate</p> <p>Evidence and interpretation I can observe or handle evidence to ask questions and find answers to questions about the past.</p>	<p>History focus</p> <p>How did the great fire change London?</p>	<ul style="list-style-type: none"> • Recap prior learning • What was London like in 1666? • What happened on 2nd September 1666? • How did the fire spread? • What was left of London after the Great Fire? • How was London rebuilt? • How did the fire impact the future? 	<p>17th Century diary, eyewitness, King, monarchy, Parliament, plague, Lord Mayor, fire hook, diary, Samuel Pepys, Christopher Wren, St Paul's Cathedral</p>	<p>Some outcomes or composites may be cohort dependent but all knowledge development and enquiry focus will be the same for every child regardless of ability or SEND.</p>



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	<p>significant people around them.</p> <p>Y1/2: Significant historical events, people and places in our locality E.g. The Great Fire of London</p>	<p>I can begin to explain why evidence can be trusted (such as Samuel Pepy's diary).</p> <p>Cause and consequences I can explain the causes of the Great Fire of London and what the consequences were.</p> <p>Change and continuity I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st Century.</p> <p>Similarities and differences I can use artefacts and diary entries to compare, similarities and differences.</p> <p>I can identify some of the different ways the past has been represented.</p> <p>Historical Significance I can describe significant people from the past and explain why they are important.</p> <p>I can name a monarch.</p>				
Spring B	EYFS - Know some similarities between the past and now; understand the	Pupils will learn about significant historical events, people and places in their own locality.	<p>Geography focus with a local History study</p> <p><i>Mousehole or Mexico?</i></p>	<p>Local history</p> <ul style="list-style-type: none"> Recap prior learning What is Mousehole's history? How can I find out more about Mousehole? How are important events remembered? What was it like at our school in the past? 		Some outcomes or composites may be cohort dependent but all knowledge development and enquiry focus will be the same for every child regardless of ability or SEND.



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	<p>past through books. Talk about the lives of significant people around them.</p> <p>Y1/2 - Significant people, events and places - The Great Fire of London</p>			<ul style="list-style-type: none"> • What have I learnt about childhood in the past? • How am I making history? 		
Summer B	<p>EYFS - Know some similarities and differences between things in the past and things now. Talk about the lives of significant people around them.</p> <p>Y1 - Use of timelines to show chronology, significant people (explorers) and events (the Great Fire of London),</p>	<p>Chronology I can place the key events in the lifetime of a historically significant individual on a timeline.</p> <p>I can compare the chronology of the lifetime of Mary Anning with the dinosaur fossils she discovered</p> <p>Evidence and interpretation I can observe the evidence Mary Anning used to form opinions about the dinosaurs</p> <p>Cause and consequences I can explain why Mary Anning's discoveries were significant and changed the way people thought about the history of the world.</p> <p>Change and continuity</p>	<p>Historical/ Science focus</p> <p><i>How did Mary Anning impact the world?</i></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. (Mary Anning)</p>	<ul style="list-style-type: none"> • Recap prior learning • Why do we remember Mary Anning? • What did Mary Anning do in her life that was so special? • What are the similarities and differences between my life and Mary Annings? • Who else was important in Mary's life? • How do we know about Mary despite her living before our living memories? 	<p>Ancient, Century Decade Evolution Fossil Palaeontology Primary evidence Significant Timeline</p>	<p>Some outcomes or composites may be cohort dependent but all knowledge development and enquiry focus will be the same for every child regardless of ability or SEND.</p>



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	the use of different primary & secondary sources.	<p>I can discuss the changes that took place as a result of Mary Anning's discoveries</p> <p>Similarities and differences I can compare and contrast Mary Anning's childhood with my own.</p> <p>Historical Significance I can explain why Mary Anning is celebrated as a significant female in history</p>				
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History Knowledge, Skills, Sequencing and Progression

Lower Key Stage 2						
Year A						
	Prior Learning	Intent (children will learn)	Unit/Key question	Sequence of Lessons / Enquiry questions	Vocabulary	Outcome / Composite
Autumn A	Y1/2: Explorers Children will understand chronology and have an awareness of past	Chronology I can place ages in order of time and understand the meaning of their names.	History focus <i>How did daily life change from Stone Age</i>	<ul style="list-style-type: none"> Recap prior learning What was life like in the Paleolithic and Mesolithic? What changed from the Paleolithic and Mesolithic? What did people eat in the Paleolithic and Mesolithic? How 	General Key Stage specific vocabulary in bold archaeologist, artefacts,	Some outcomes or composites may be cohort dependent but all knowledge development and enquiry focus will be the same for every child regardless of ability or SEND.



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	<p>and present. Y1/2: Mary Anning Understand that there are different ways that we find out about the past. Ask and answer simple historical questions relating to the topic using stories and other sources. In KS1 children will have focused on events beyond living memory that are significant nationally or globally.</p>	<p>I can place artefacts within their correct age. I can use the term BCE Evidence and interpretation I can observe evidence to ask about the past and come to conclusions based upon what I have seen. I can explain how we find prehistoric evidence Cause and consequences I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration. Change and continuity I can explain the concept of change over a long period of history. Similarities and differences I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age. Historical Significance</p>	<p>to Iron Age?</p>	<p>did the search for food change in the Neolithic?</p> <ul style="list-style-type: none"> • What tools were used in the Neolithic? • How did the tools change after the Neolithic? • What are roundhouses? What is a hillfort? • How did daily life change from Stone Age to Iron Age? • 	<p>continuity, significant, chronology</p> <p>Alloy Archaeologist Bronze Druid Hill fort Hunter/gatherer Iron Pre-history Settlement agriculture, alloy, beaker, burial, construct, ditch, domestication, excavation, granary, migrate, mine, ore, palisade, preserve, remains, settlement</p>	
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		I can suggest suitable sources of evidence to find out about significant people/events				
Spring A	<p>Y1/2: Explorers Children will understand chronology and have an awareness of past and present.</p> <p>Y1/2: Mary Anning Understand that there are different ways that we find out about the past. Ask and answer simple historical questions relating to the topic using stories and other sources.</p> <p>In KS1 children will have focused on events beyond living memory that are significant nationally or globally.</p>	<p>Chronology I can place events, artefacts and historical figures on a timeline using dates.</p> <p>Evidence and interpretation I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Cause and consequences I can suggest causes and consequences of the main events within Ancient Egypt</p> <p>Change and continuity I can explain the concept of change over a long period of history.</p> <p>Similarities and differences I can describe similarities and differences between</p>	<p>History and geography focus</p> <p><i>What was the greatest achievements of the Ancient Egyptians?</i></p>	<ul style="list-style-type: none"> Recap prior learning What is an Ancient Civilisation and where did they evolve? Can I identify where Ancient Egypt fits into a timeline of world history? Can I identify the key events of the Ancient Egyptian period? What is the importance of archaeology? What was daily life and hierarchy like in Ancient Egyptian society? What were the various roles held within Ancient Egyptian society? 	<p>archer, bronze, chamber, chariot, Egyptologist, empire, era, expand, hieroglyphs, invade, monarchy, navy, obelisk, polytheistic, prepare, preserve, pyramid, scribe, temple, trade</p>	<p>Some outcomes or composites may be cohort dependent but all knowledge development and enquiry focus will be the same for every child regardless of ability or SEND.</p>



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		the new and old Egyptian kingdoms. Historical Significance I can suggest suitable sources of evidence to find out about significant people/events and the impact they had on British archaeological thought.				
Summer A			Geography focus <i>How can we make our school more bee friendly?</i>			
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons / Composite WALT (children will...)	Vocabulary	Outcome / Composite
Autumn B	Y1/2: Explorers Children will understand chronology and have an awareness of past and present. Y1/2: Mary Anning Understand that there are different ways that we find out about the past. Ask and answer simple historical questions relating to the topic using stories and other sources.	Chronology I can place events, artefacts and historical figures on a timeline using dates. Evidence and interpretation I can suggest suitable sources of evidence for historical enquiries. I can discuss the reliability of sources. Cause and consequences I can suggest causes and consequences of	History focus <i>What were the greatest achievements of the Ancient Greeks?</i>	Recap prior learning <ul style="list-style-type: none"> What do excavations tell us about early Greece and reason about the reliability of sources presented to them? What was life like in early Greece? How did the Minoans trade in early Greece? What was life like in Athens and Sparta? Can I study how the city states overcame the Persian invasion? How did King Phillip II grow the Macedon Empire? Who was Alexander the Great and what made him a significant leader? 	civilisations, ceramics, excavate, Crete, trade, complex, bronze, export, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious	Some outcomes or composites may be cohort dependent but all knowledge development and enquiry focus will be the same for every child regardless of ability or SEND.



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	<p>In KS1 children will have focused on events beyond living memory that are significant nationally or globally.</p>	<p>the main events within Ancient Greece.</p> <p>Change and continuity I can explain the concept of change over time and represent this with evidence.</p> <p>Similarities and differences I can describe social, ethnic, cultural and religious diversity of the past.</p> <p>Historical Significance I can discuss the importance of the impact that Ancient Greeks have had on modern thinking.</p>		<ul style="list-style-type: none"> • What the greatest achievements of the Ancient Greeks? 		
<p>Spring B</p>	<p>Y1/2: Explorers Children will understand chronology and have an awareness of past and present. Y1/2: Mary Anning Understand that there are different ways that we find out about the past. Ask and answer simple historical questions relating to the topic using stories and other sources.</p>	<p>Chronology I can place events, artefacts and historical figures on a timeline using dates.</p> <p>Evidence and interpretation I can suggest suitable sources of evidence for historical enquiries. I can discuss the reliability of sources.</p> <p>Cause and consequences I can suggest causes and consequences of</p>	<p>History focus <i>How did the Roman Empire impact upon Britain?</i></p>	<ul style="list-style-type: none"> • Recap prior knowledge • Can I research, understand and discuss the legend of the founding of Rome and the story of Romulus and Remus? • Can I use research skills to find out what a Roman soldier wore and why? • Can I use research skills to find out about Julius Caesar? • Can I establish a chronological understanding of the Roman invasion of Britain? • Can I research and understand the events of 'Boudica's Rebellion' from different perspectives? 	<p>archer, annexe, civil war, conquer, defences, emperor, empire, fleet, fort, governor, infantry, kingdom, legion, military alliance, occupation, outnumber, peninsula, pillage, revolt, settlement, tactic</p>	<p>Some outcomes or composites may be cohort dependent but all knowledge development and enquiry focus will be the same for every child regardless of ability or SEND.</p>



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	<p>In KS1 children will have focused on events beyond living memory that are significant nationally or globally.</p>	<p>the main events and changes in Britain when the Romans invaded.</p> <p>Change and continuity I can explain the concept of change over time when the Romans arrived in Britain and represent this evidence.</p> <p>Similarities and differences I can describe social, ethnic, cultural and religious diversity of the past.</p> <p>Historical Significance I can discuss the importance of the impact that Ancient Rome has had on modern thinking.</p>		<ul style="list-style-type: none"> • What was the size and structure of Hadrian's Wall as it was when it was first built? • What are some of the key facts about Roman roads and where and why were they built? • Can I discover and use facts about Roman Gods? 		
<p>Summer B</p>			<p>Geography focus</p> <p><i>Extreme earth – why are rainforests so important? - where would you rather live; Campania or Cornwall?</i></p>			<p>Some outcomes or composites may be cohort dependent but all knowledge development and enquiry focus will be the same for every child regardless of ability or SEND.</p>



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Upper Key Stage 2						
Year A						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons / Composite WALT (children will...)	Vocabulary	Outcome / Composite
Autumn A	<p>Y3/4 The Ancients / The Greeks Developed a chronologically secure knowledge and understanding of British, local and world history.</p> <p>Y1/2 Great Fire of London Know the difference between primary and secondary sources. Y3/4 Stone Age Can ask historical questions and recognise why people did things, why events happened and the consequences.</p>	<p>Chronology I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history.</p> <p>Evidence and interpretation I can use sources of information to form conclusions about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past</p> <p>Cause and consequences I can describe some of the causes and consequences of World War II</p>	<p>History focus</p> <p><i>How was my region affected by WWII?</i></p> <p>Local history study – Evacuees to Mousehole School (Jewish Free School)</p>	<p>Recap prior learning</p> <ul style="list-style-type: none"> • What is modern day Germany like and how was it ruled before the start of WWII? • How did Hitler come to power and become the leader of Germany? • How did the Second World war begin? • How did Britain react to the outbreak of WWII? • How were the lives of civilians changed during WWII? • Who was Winston Churchill and how can we evaluate the historical sources we have about him? • Why was the Royal Airforce so important to the defence of Britain? • How were Jewish people persecuted and why did children from the Jewish 	<p>republic, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, mobilisation, squadron</p>	<p>Some outcomes or composites may be cohort dependent but all knowledge development and enquiry focus will be the same for every child regardless of ability or SEND.</p>



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	<p>Y1/2: Mary Anning Identify significant historical people or events and use historical terms.</p>	<p>Change and continuity I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Similarities and differences I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.</p> <p>Historical Significance</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>		<p>free school come to Mousehole School?</p> <ul style="list-style-type: none"> • What happened at Dunkirk? • What happened in the Battle of Britain? • How did WWII end? 		
<p>Spring A</p>	<p>Y1/2 Great Fire of London Know the difference between primary and secondary sources. Y3/4 Stone Age Can ask historical questions and recognise why people did things, why events happened and the consequences. Y1/2: Mary Anning</p>	<p>Chronology I can use dates accurately in describing events and people.</p> <p>Evidence and interpretation I can use sources of evidence to deduce information about the Saxons and Vikings.</p> <p>I can discuss whether the evidence is reliable and explain why.</p> <p>Cause and consequences</p>	<p>History focus</p> <p><i>How did England change during the settlement of the Anglo-Saxons and Vikings?</i></p>	<ul style="list-style-type: none"> • Recap prior knowledge <p>Enquiry 1: Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?</p> <p>Where did the Angles, Saxons, Jutes, Frisians come from? Where else did they go? Where did they settle?</p> <ul style="list-style-type: none"> • Specialist vocabulary and terminology related to these invaders and settlers; • The key features, sequence and duration of 	<p>aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion, migration, monk, native, pagan, pillage, priory, raid, rebellion, rebel, Scandinavia,</p>	<p>Some outcomes or composites may be cohort dependent but all knowledge development and enquiry focus will be the same for every child regardless of ability or SEND.</p>



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	<p>Identify significant historical people or events and use historical terms.</p>	<p>I can describe causes of invasion in Britain and what the consequences were.</p> <p>Change and continuity I can identify periods of rapid change in history.</p> <p>I can explain what changed and what continued over time when the Anglo Saxons and Vikings settled in Britain.</p> <p>Similarities and differences I can compare similarities and differences between Anglo-Saxon and Viking culture.</p> <p>Historical Significance I can describe the social and cultural significance of a past society</p>		<p>these societies with links to the fall of Rome.</p> <p>Why did they come to Britain and move away from where they were born?</p> <ul style="list-style-type: none"> • The reasons for the arrival of the Saxons, Vikings and Scots; • Differences in reasons for migration between Saxons and Vikings and between these societies and today <p>What kind of people were they?</p> <ul style="list-style-type: none"> • How we know about the Saxons, Vikings and Scots and the use that can be made of the available evidence; • The characteristic features of different groups within these societies. <p>What challenges did they face in establishing settlement?</p> <ul style="list-style-type: none"> • The challenges facing the early settlers and how they overcame them; <p>How the arrival of these societies might be interpreted differently</p>	<p>settlement, status, tribe.</p>	
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				<p>Enquiry 2: How well did the Anglo-Saxons and Vikings get on with each other?</p> <p>How much fear did the Viking raids cause?</p> <ul style="list-style-type: none">• The key events associated with the raids;• Why Vikings caused so much fear;• How Vikings were able to succeed;• Saxon responses;• Whether there are any <p>similarities with today</p> <p>Vikings vs Saxons: Who was more successful and how much rivalry was there between Saxons and Vikings?</p> <ul style="list-style-type: none">• The nature of the conflict between Saxons and Vikings;• The contribution made by Alfred;• The changing relationship between Saxons and Vikings. <ul style="list-style-type: none">• The nature of the conflict between Saxons and Vikings;• The contribution made by Alfred;• The changing relationship between Saxons and Vikings including how and why the pendulum swung to and fro;		
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				<ul style="list-style-type: none">• The state of Britain on the eve of the Conquest <p>Enquiry 3: What was life really like in Anglo-Saxon and Viking Britain?</p> <p>Was there much difference in the lives led by Saxons and Vikings?</p> <ul style="list-style-type: none">• The key features and differences about life in Saxon and Viking times;• Attitudes and values held by Saxons and Vikings;• The role of different groups and sections of the population;• To make informed judgements about the quality of life for different groups. <p>How important was religion to the Saxons and Vikings?</p> <ul style="list-style-type: none">• The nature of religious life when the Saxons and Vikings first arrived;• The nature of and reactions to the re-introduction of Christianity;• How and why Christianity spread;• Appropriate terminology related to religious life. <p>Enquiry 4: What did the Anglo-Saxons and Vikings leave behind?</p>		
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				<p>How far can we trust surviving evidence about the Saxons and Vikings?</p> <ul style="list-style-type: none"> • The contribution of some key individuals; • The reliability of some of the accounts of Saxons and Vikings. <p>What did the Saxons and Vikings contribute to life at sea?</p> <ul style="list-style-type: none"> • The key features of Saxon and Viking boats; • The achievements of the Saxons and Vikings at sea. 	
<p>Summer A</p>	<p>Y1/2 Great Fire of London Know the difference between primary and secondary sources. Y3/4 Stone Age Can ask historical questions and recognise why people did things, why events happened and the consequences. Y1/2: Mary Anning Identify significant historical people or events and use historical terms.</p>	<p>Chronology I can use dates accurately in describing events and people.</p> <p>Evidence and interpretation I can use sources of evidence to deduce information about the Saxons and Vikings.</p> <p>I can discuss whether the evidence is reliable and explain why.</p> <p>Cause and consequences I can describe causes of invasion in Britain and what the consequences were.</p>	<p>Geography focus/ <i>What are the similarities and difference between my region and the western United States of America?</i> History elements will cover Ancient Mayan civilisation</p>	<ul style="list-style-type: none"> • Recap prior learning • What was the significance of the Mayan civilisation? • How did the Mayan civilisation grow from 2000BC onwards? • What was life like at the height of the Mayan civilisation? • Can I understand how historians have used sources to find out about Mayan society? • Why did the Mayan civilisation begin to decline from c800AD. • How was the Mayan civilisation similar / different to that of Britain and elsewhere? 	<p>Some outcomes or composites may be cohort dependent but all knowledge development and enquiry focus will be the same for every child regardless of ability or SEND.</p>



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		<p>Change and continuity I can identify periods of rapid change in history.</p> <p>I can explain what changed and what continued over time when the Anglo Saxons and Vikings settled in Britain.</p> <p>Similarities and differences I can compare similarities and differences between Anglo-Saxon and Viking culture.</p> <p>Historical Significance I can describe the social and cultural significance of a past society</p>				
Year B						
	Prior Learning		Unit	Sequence of Lessons / Composite WALT (children will...)	Vocabulary	Outcome / Composite
Autumn B	<p>Y1/2 Great Fire of London</p> <p>Know the difference</p>	<p>Chronology I can use dates accurately in describing events and people.</p> <p>Evidence and interpretation</p>	<p>History focus</p> <p><i>Was life in Tudor times really a bed of Roses?</i></p>	<ul style="list-style-type: none"> Recap prior learning What was the significance of the Battle of Bosworth and its importance in the origins of the Tudor dynasty? How have historians reported the similarities 	<p>Annul Armada BCE Catholic CE Dissolution Heir Heresy Monarch Protestant Reformation Reign Treason</p>	<p>Some outcomes or composites may be cohort dependent but all knowledge development and enquiry focus will be the same for every child regardless of ability or SEND.</p>



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	<p>between primary and secondary sources. Y3/4 Stone Age Can ask historical questions and recognise why people did things, why events happened and the consequences. Y1/2: Mary Anning Identify significant historical people or events and use historical terms.</p>	<p>I can use sources of evidence to deduce information about the Saxons and Vikings.</p> <p>I can discuss whether the evidence is reliable and explain why.</p> <p>Cause and consequences I can describe causes of invasion in Britain and what the consequences were.</p> <p>Change and continuity I can identify periods of rapid change in history.</p> <p>I can explain what changed and what continued over time when the Anglo Saxons and Vikings settled in Britain.</p> <p>Similarities and differences I can compare similarities and differences between Anglo-Saxon and Viking culture.</p> <p>Historical Significance I can describe the social and cultural significance of a past society</p>	<p>Local history study – Spanish Armada and the attack on Mousehole</p>	<p>and differences between Richard III, Henry VII and VIII?</p> <ul style="list-style-type: none"> • Why did Henry VIII have six wives and what were some of historically significant events surrounding these marriages? • What was society like in Tudor times, including differences between the lives of the rich and the poor? • Who was Sir Francis Drake and why was he significant during the reign of Elizabeth I? • What were the key events that lead to the Spanish Armada and what happened to Mousehole and the surrounding villages during the invasion? 	<p>Ex-communication</p>	
Spring B			Geography focus			



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			<p><i>London: a capital city?</i> <i>Penzance to Paddington: what are the economic similarities and differences between my region and England's capital city?</i></p> <p>History element will focus on Crime and Punishment</p>			
Summer B			<p>Geography focus</p> <p><i>Source to sea – what are the features of a local river?</i></p> <p>History elements will focus on local artists and traditions</p>			