

History Knowledge, Skills, Sequencing and Progression

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



rior Learning					
rior Learning			Year A		
	Intent (children will learn)	Unit/Key question	Sequence of Lessons / Enquiry questions	Vocabulary	Outcome / Composite
EYFS: Know some similarities between the past and now; understand the past through books. Talk about the ives of significant beople around them. /2: Significant storical ents, people d places in r locality	Chronology I can label timelines with words such as: past, present, older, and newer. I can recount changes that have occurred in my own life. Evidence and interpretation I can look at sources and ask what was it like for people? Cause and consequences I can discuss causes that lead to toys changing. Change and continuity I can say which toys have stayed the same and which toys have changed over time. Similarities and differences I can compare toys using pictures from the past and present.	History focus How have toys changed over the last 50 years?	 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? 	favourite, past present, older, newer General Key Stage specific vocabulary in bold 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	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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Spring A	EYFS: Know some similarities between the past and now; understand the past through books. Talk about the lives of significant people around them. Y1/2	Chronology I can place events and some artefacts on a timeline Evidence and interpretation I can observe or handle some evidence to ask questions about the past Cause and consequences I can begin to explain why monarchs built castles and what the consequences of these actions were Change and continuity I can describe changes	Geography focus Where did Kings and Queens live through time?	 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? 	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	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.
	Significant historical events, people and places in our locality E.g. Toys unit	and historical events Similarities and differences I can compare the similarities and differences between different castles				
		Historical Significance I can begin to talk about key events of a significant king/queen or castle				
Summer A	EYFS: Know some similarities between	Chronology I can place explorative events on a timeline. Evidence and interpretation	History focus Where have humans	 Recap prior learning How can we find out about the past? Why do people explore? Who are the important explorers from the past? 	explore, explorer, exploration, astronaut,	Some outcomes or composites may be cohort dependent but all knowledge development and enquiry focus will be the same for every child



	the past and now; understand the past through books. Talk about the lives of significant people around them. Y1/2: Significant historical events, people and places in our locality E.g. Toys and Kings and Queens unit	I can use evidence of explorers lives to ask questions about the past Cause and consequences I can discuss the causes of exploring and what we found out from exploration Change and continuity I can describe changes over a period of time Similarities and differences I can use pictures and stories to find out about the past and compare different explorations Historical Significance I can name a significant explorers from the past	explored ?	 What are the famous explorations of the past? Can we compare different explorations? How have explorations changed over time? 	oceanographer, mountaineer	regardless of ability or SEND.
			I	Year B		
	Prior Learning	Intent (children will	Unit	Sequence of Lessons / Composite WALT	Vocabulary	Outcome / Composite
		learn)	Onit	(children will)	Vocabulary	Outcome / composite
Autumn B	EYFS: Know some similarities between the past and now; understand the past through books. Talk about the lives of	Chronology I can place events, artefacts and historical figures on a timeline I can use dates where appropriate Evidence and interpretation I can observe or handle evidence to ask questions and find answers to questions about the past.	History focus How did the great fire change London?	 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? 	17 th Century diary, eyewitness, King, monarchy, Parliament, plague, Lord Mayor, fire hook, diary, Samuel Pepys, Christopher Wren, St Paul's Cathedral	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.



	significant people around them. Y1/2: Significant	I can begin to explain why evidence can be trusted (such as Samuel Pepy's diary). Cause and consequences I can explain the causes of the Great Fire of			
	historical events, people and places in our locality E.g. The Great Fire of London	London and what the consequences were. Change and continuity I can describe what changed after the Great Fire of London and how these changes have continued through to the 21 st Century.			
		Similarities and differences I can use artefacts and diary entries to compare, similarities and differences.			
		I can identify some of the different ways the past has been represented. Historical Significance			
		I can describe significant people from the past and explain why they are important.			
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.	Geography focus with a local History study Mousehole or Mexico?	 Local history 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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show Cause and chronology, consequences international significant people were significant and			about the unosauls					
chronology, significant peopleconsequences I can explain why Mary Anning's discoveries were significant andinternational achievements. (Mary Anning)								
significant Anning's discoveries achievements. people were significant and (Mary Anning)		chronology,						
people were significant and (Mary Anning)		significant						
		people		(Mary Anning)				
		(explorers)	changed the way people					
and events thought about the history of the world.								
(the Great Fire		· ·						
of London), Change and continuity		of London),	Change and continuity					



	the use different primary & secondary	I can discuss the changes that took place as a result of Mary Anning's discoveries			
S	sources.	Similarities and differences I can compare and contrast Mary Anning's childhood with my own.			
		Historical Significance I can explain why Mary Anning is celebrated as a significant female in history			

History Knowledge, Skills, Sequencing and Progression

	Lower Key Stage 2								
			Y	ear 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 How did daily life change from Stone Age	 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.			



and present. Y1/2: Mary Anning Understand th there are different ways that we find ou about the past. Ask and answe simple historic questions relat to the topic usi stories and oth sources. In KS1 childrer will have focus on events beyon living memory are significant nationally or glot	I can use the term BCE tt Evidence and interpretation al I can observe evidence to ask about the past and come to conclusions based upon what I have n seen. sed I can explain how we find prehistoric evidence	to Iron Age?	 did the search for food change in the Neolithic? 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? 	continuity, significant, chronology 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	
	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				



Spring A	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. In KS1 children will have focused on events beyond living memory that are significant nationally or globally.	I can suggest suitable sources of evidence to find out about significant people/events 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 use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Cause and consequences I can suggest causes and consequences of the main events within Ancient Egypt	History and geography focus What was the greatest achievements of the Ancient Egyptians?	 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? 	archer, bronze, chamber, chariot, Egyptologist, empire, era, expand, hieroglyphs, invade, monarchy, navy, obelisk, polytheistic, prepare, preserve, pyramid, scribe, temple, trade	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.
		Similarities and differences I can describe similarities and differences between				



		the new and old Egyptian kingdoms. Historical Significancel 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 How can we make our school more bee friendly?			
	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 What were the greatest achievements of the Ancient Greeks?	 Recap prior learning What do excavations tell us about early Greece and reason about the reliability of sources presented to them? What was life was like in early Greece? How did the Minoans trade in early Greece? What was life was 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, export, bronze, 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.



	In KS1 children will have focused on events beyond living memory that are significant nationally or globally.	the main events within Ancient Greece. Change and continuity I can explain the concept of change over time and represent this with evidence. Similarities and differences I can describe social, ethnic, cultural and religious diversity of the past. Historical Significance I can discuss the importance of the impact that Ancient Greeks have had on modern thinking.		What the greatest achievements of the Ancient Greeks?		
Spring 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 evidence	History focus How did the Roman Empire impact upon Britain?	 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? 	archer, annexe, civil war, conquer, defences, emperor, empire, fleet, fort, governor, infantry, kingdom, legion, military alliance, occupation, outnumber, peninsula, pillage, revolt, settlement, tactic	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.



	In KS1 children will have focused on events beyond living memory that are significant nationally or globally.	the main events and changes in Britain when the Romans invaded. Change and continuity I can explain the concept of change over time when the Romans arrived in Britain and represent this evidence. Similarities and differences I can describe social, ethnic, cultural and religious diversity of the past. Historical Significance I can discuss the importance of the impact that Ancient Rome has had on modern thinking.		•	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 hey were built? Can I discover and use facts about Roman Gods?	
Summer B			Geography focus Extreme earth – why are rainforests so important? - where would you rather live; Campania or Cornwall?			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.



			Upper Key Sta	ge 2		
			Year A			
Autumn A	Y3/4 The Ancients /	Intent (children will learn) Chronology	Unit History focus	Sequence of Lessons / Composite WALT (children will) Recap prior learning	Vocabulary	Outcome / Composite Some outcomes or
	The Greeks Developed a chronologically secure knowledge and understanding of British, local and world history. 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.	I can use dates and terms accurately in describing events. I can describe the main changes in a period of history. Evidence and interpretation I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past Cause and consequences I can describe some of the causes and consequences of World War II	How was my region affected by WWII? Local history study – Evacuees to Mousehole School (Jewish Free School)	 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 	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	composites may be cohort dependent but all knowledge development and enquiry focus will be the same for every child regardless of ability or SEND.



	Y1/2: Mary Anning Identify significant historical people or events and use historical terms.	Change and continuity I can identify periods of rapid change in history and contrast them with times of relatively little change.		 free school come to Mousehole School? What happened at Dunkirk? What happened in the Battle of Britain? How did WWII end? 		
		Similarities and differences I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.				
		Historical Significance				
		I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.				
Spring A	Y1/2 Great Fire of London Know the difference between primary	Chronology I can use dates accurately in describing events and people.	History focus How did England change during the settlement of the Anglo-Saxons	• Recap prior knowledge Enquiry 1: Who were the Anglo- Saxons and Vikings and why did they invade and settle in Britain?	aristocracy, barbarian, capital, emperor, empire,	Some outcomes or composites may be cohort dependent but all knowledge development and enquiry focus will be the same for every child regardless of
	and secondary sources. Y3/4 Stone Age Can ask historical questions and	Evidence and interpretation I can use sources of evidence to deduce information about the Saxons and Vikings.	and Vikings?	Where did the Angles, Saxons, Jutes, Frisians come from? Where else did they go? Where did they settle?	hostile, idol, invasion, kingdom, legion, migration, monk, native,	ability or SEND.
	recognise why people did things, why events happened and the consequences. Y1/2: Mary Anning	I can discuss whether the evidence is reliable and explain why. Cause and consequences		 Specialist vocabulary and terminology related to these invaders and settlers; The key features, sequence and duration of 	pagan, pillage, priory, raid, rebellion, rebel, Scandinavia,	



		<u> </u>			
	Identify significant	I can describe causes	these societies with links	settlement,	
	historical people or	of invasion in Britain	to the fall of Rome.	status, tribe.	
	events and use	and what the		512(05) (1100)	
	historical	consequences were.	Why did they some to Britein and		
1	terms.		Why did they come to Britain and		
			move away from where they were		
		Change and	born?		
		continuity			
		I can identify periods of			
		rapid change in history.	• The reasons for the		
		rapia onange in motory.	arrival of the Saxons,		
		I can explain what	Vikings and Scots;		
		changed and what	 Differences in reasons for 		
		continued over time	migration between		
		when the Anglo	Saxons and Vikings and		
			between these societies		
		Saxons and Vikings	and today		
		settled in Britain.	,		
		Similarities and			
			What kind of people were they?		
		differences			
		I can compare			
		similarities and	 How we know about the 		
		differences between	Saxons, Vikings and		
		Anglo-Saxon and	Scots and the use that		
		Viking culture.	can be made of the		
			available evidence;		
			The characteristic		
		Historical	features of different		
		Significance	groups within these		
		I can describe the	societies.		
		social and cultural	0000000		
		significance of a past			
		society	What challenges did they face in		
			establishing settlement?		
			_		
			 The challenges facing the 		
			early settlers and how		
			they overcame them;		
			How the arrival of these		
			societies might be		
			interpreted differently		



E	inquiry 2: How well did the	
A	Inglo-Saxons and Vikings get on	
W	vith each other?	
	low much fear did the Viking	
ra	aids cause?	
	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	
	similarities with today	
V	/ikings vs Saxons: Who was	
	nore successful and how much	
	ivalry was there between	
	axons and Vikings?	
	•	
	The nature of the conflict	
	between Saxons and Vikings;	
	The contribution made by	
	Alfred;	
	The changing relationship	
	between Saxons and Vikings.	
	vikiriys.	
	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;	



· · · · · ·			
		• The state of Britain on the eve of the Conquest	
		Enquiry 3: What was life really like in Anglo-Saxon and Viking Britain?	
		Was there much difference in the lives led by Saxons and Vikings?	
		 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. 	
		How important was religion to the Saxons and Vikings?	
		 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. 	
		Enquiry 4: What did the Anglo- Saxons and Vikings leave behind?	



				 How far can we trust surviving evidence about the Saxons and Vikings? The contribution of some key individuals; The reliability of some of the accounts of Saxons and Vikings. What did the Saxons and Vikings contribute to life at sea? The key features of Saxon and Viking boats; The achievements of the Saxons and Vikings at sea. 	
Summer A	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.	Chronology I can use dates accurately in describing events and people. Evidence and interpretation I can use sources of evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why. Cause and consequences I can describe causes of invasion in Britain and what the consequences were.	Geography focus/ What are the similarities and difference between my region and the western United States of America? History elements will cover Ancient Mayan civilistaion	 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 was similar / different to that of Britain and elsewhere? 	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.



-						
		Change and continuity I can identify periods of rapid change in history. I can explain what changed and what continued over time when the Anglo Saxons and Vikings settled in Britain. Similarities and differences I can compare similarities and differences between Anglo-Saxon and Viking culture. Historical Significance I can describe the social and cultural significance of a past society				
Year B						
	Prior Learning		Unit	Sequence of Lessons / Composite WALT (children will)	Vocabulary	Outcome / Composite
Autumn B	Y1/2 Great Fire of London Know the difference	Chronology I can use dates accurately in describing events and people. Evidence and interpretation	History focus Was life in Tudor times really a bed of Roses?	 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 	Annul Armada BCE Catholic CE Dissolution Heir Heresy Monarch Protestant Reformation Reign Treason	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.



	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.	I can use sources of evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why. Cause and consequences I can describe causes of invasion in Britain and what the consequences were. Change and continuity I can identify periods of rapid change in history.	Local history study – Spanish Armada and the attack on Mousehole	 and differences between Richard III, Henry VII and VIII? 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 	Ex- communication	
Spring B	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	evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why. Cause and consequences I can describe causes of invasion in Britain and what the consequences were. Change and continuity I can identify periods of	Spanish Armada and the attack on	 Richard III, Henry VII and VIII? 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 		



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