			Years 1 and 2						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B			
History	Great Fire of London – events beyond living	Kernow Our Country – significant historical	To the moon and back, flight and space	Beyond living memory, Brunel & Drake	Amazon Rainforest,s - events beyond living	Tudors – links to significant individuals			
,	memory that are significant nationally	events, people and places in their own	exploration - changes within living memory	<u>Year 1</u>	memory that are significant globally, Henry	as Henry VIII			
	<u>Year 1</u>	locality - Lanhydrock	<u>Year 1</u>	Beginning to place events and objects in	Bates and Alexander von Humboldt	<u>Year 1</u>			
Enquiry skills and	Beginning to place events and objects in	Year 1	Beginning to place events and objects in	chronological order.	Year 1	Beginning to place events and objects			
chronology objectives are	chronological order.	Beginning to place events and objects in	chronological order.	Beginning to use a wide vocabulary of	Beginning to place events and objects in	chronological order.			
ongoing throughout the	Beginning to use a wide vocabulary of	chronological order.	Beginning to use a wide vocabulary of	everyday historical terms	chronological order.	Beginning to use a wide vocabulary of			
year.	everyday historical terms	Beginning to use a wide vocabulary of	everyday historical terms	Beginning to answer questions about the past	Beginning to use a wide vocabulary of	everyday historical terms			
	Beginning to answer questions about the past	everyday historical terms	Beginning to answer questions about the past	using given sources.	everyday historical terms	Beginning to answer questions about t			
	using given sources.	Beginning to answer questions about the past	using given sources.	Beginning to know some of the ways that we	Beginning to answer questions about the past	using given sources.			
	Beginning to know some of the ways that we	using given sources.	Beginning to know some of the ways that we	can find out about the past.	using given sources.	Beginning to know some of the ways tl			
	can find out about the past.	Beginning to know some of the ways that we	can find out about the past.	Beginning to discuss significant events and	Beginning to know some of the ways that we	can find out about the past.			
	Beginning to discuss significant events and	can find out about the past.	Beginning to discuss significant events and	people from the wider world, within and	can find out about the past.	Beginning to discuss significant events			
	people in Britain within and beyond their	Beginning to discuss some significant	people in Britain within and beyond their	beyond their living memory	Beginning to discuss significant events and	people in Britain within and beyond th			
	living memory	historical events, people and places in his/her	living memory	Beginning to describe an artefact e.g.	people from the wider world, within and	living memory			
	Beginning to use pictures and role-play to tell	own locality	Beginning to use pictures and role-play to tell	materials; size; signs of wear and tear.	beyond their living memory	Beginning to describe an artefact e.g.			
	stories from the past	Beginning to describe an artefact e.g.	stories from the past	Year 2	Beginning to describe the similarities and	materials; size; signs of wear and tear.			
	Year 2	materials; size; signs of wear and tear.	Year 2	Can place events and objects in chronological	differences between life during a time in the	Year 2			
	Can place events and objects in chronological	Year 2	Can place events and objects in chronological	order.	past and life today	Can place events and objects in chrono			
	order.	Can place events and objects in chronological		Can use a wide vocabulary of everyday	Year 2	order.			
	Can use a wide vocabulary of everyday	order.	Can use a wide vocabulary of everyday	historical terms	Can place events and objects in chronological	Can use a wide vocabulary of everyday			
	historical terms	Can use a wide vocabulary of everyday	historical terms	Can answer questions about the past using	order.	historical terms			
	Can answer questions about the past using	historical terms	Can answer questions about the past using	given sources.	Can use a wide vocabulary of everyday	Can answer questions about the past u			
	given sources.	Can answer questions about the past using	given sources.	Knows some of the ways that we can find out	historical terms	given sources.			
	Knows some of the ways that we can find out	given sources.	Knows some of the ways that we can find out	about the past.	Can answer questions about the past using	Knows some of the ways that we can f			
	about the past.	Knows some of the ways that we can find out	1	Can discuss significant	given sources.	about the past.			
	Can discuss significant events and people in	about the past.	Can discuss significant	Can discuss significant events and people	Knows some of the ways that we can find out	Can discuss significant			
	Britain within and beyond their living memory	Can discuss significant	Can discuss significant events and people in	from the wider world, within and beyond	about the past.	Can discuss significant events and peop			
	Can use pictures and role-play to tell stories	Can discuss some significant historical events,	Britain within and beyond their living memory	their living memory	Can discuss significant	Britain within and beyond their living n			
	from the past	people and places in his/her own locality	Can use pictures and role-play to tell stories	Can describe an artefact e.g. materials; size;	Can discuss significant events and people	Can describe an artefact e.g. materials			
	nom the past	Can describe an artefact e.g. materials; size;	from the past	signs of wear and tear.	from the wider world, within and beyond	signs of wear and tear.			
		signs of wear and tear.	Hom the past	Signs of wear and tear.	their living memory	signs of wear and tear.			
		Signs of Wedi and tear.			Can describe the similarities and differences				
					between life during a time in the past and life				
					today				
					1				
History Key	Year 1								
	Artefact, Back then, Memory, Once, Today, Ton	norrow, Yesterday							
Vocabulary	Year 2								
	Different, Same, Change, Unchanged, Source, T	imeline, Chronological Order, Significant							
			Years 3 and 4						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B			
History	Britain's settlement by Anglo-Saxons and	Shang Dynasty – links to Bronze Age,	Stone Age – links to ancient Egypt	Roman Empire and its impact on Britain –	The Georgians – links to significant individuals	Maya – a non-European society that pr			
*	Vikings – links to local history study	achievements of the earliest civilisations	Year 3	links to Iron Age	such as Alexander Pope	contrast with British history, links to A			
	Vear 3	Vear 3	Reginning to explain the achievements of	Vear 3	Vear 3	Sayons			

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
History	Britain's settlement by Anglo-Saxons and Vikings – links to local history study Year 3	Shang Dynasty – links to Bronze Age, achievements of the earliest civilisations Year 3	Stone Age – links to ancient Egypt Year 3 Beginning to explain the achievements of	Roman Empire and its impact on Britain – links to Iron Age Year 3	The Georgians – links to significant individuals such as Alexander Pope Year 3	Maya – a non-European society that provides contrast with British history, links to Anglo-Saxons
History Association	Beginning to discuss historical changes in	Beginning to explain the achievements of	ancient civilizations and their impact on the	Beginning to discuss historical changes in	Beginning to discuss historical changes in	<u>Year 3</u>
Enquiry skills and	Britain; what caused them and the impact on	ancient civilizations and their impact on the	world in the past and today.	Britain; what caused them and the impact on	Britain; what caused them and the impact on	Beginning to explain the achievements of
chronology objectives are	life in Britain.	world in the past and today.	Beginning to become aware that the same	life in Britain.	life in Britain.	ancient civilizations and their impact on the
ongoing throughout the	Beginning to discuss the impact of significant	Beginning to examine and compare artefacts.	time in history may be represented in	Beginning to examine and compare artefacts.	Beginning to discuss the impact of significant	world in the past and today.
year.	historical events, people and places in their own locality.	Beginning to create historically valid guestions about similarities and differences.	different ways. Beginning to know that the past can be	Beginning to become aware that the same time in history may be represented in	historical events, people and places in their own locality.	Beginning to become aware that the same time in history may be represented in
	Beginning to examine and compare artefacts.	I '	divided into different periods of time.	different ways.	Beginning to choose appropriate sources to	different ways.
	Beginning to give simple reasons as to why	divided into different periods of time.	Beginning to use dates and vocabulary	Beginning to know that the past can be	answer questions about specific people and	Beginning to create historically valid
	key events happened in history.	Beginning to use dates and vocabulary	relating to the passing of time, including	divided into different periods of time.	events; going beyond simple observations.	questions about similarities and differences.
	Beginning to choose appropriate sources to	relating to the passing of time, including	ancient, modern, century and decade, AD	Beginning to use dates and vocabulary	Beginning to know that the past can be	Beginning to give simple reasons as to why
	answer questions about specific people and	ancient, modern, century and decade, AD	and BC.	relating to the passing of time, including	divided into different periods of time.	key events happened in history.
	events; going beyond simple observations.	and BC.	Beginning to identify and describe changes	ancient, modern, century and decade, AD	Beginning to use dates and vocabulary	Beginning to know that the past can be
	Beginning to know that the past can be	Beginning to identify and describe changes	between specific periods of history.	and BC.	relating to the passing of time, including	divided into different periods of time.
	divided into different periods of time.	between specific periods of history.	Year 4	Beginning to identify and describe changes	ancient, modern, century and decade, AD	Beginning to use dates and vocabulary
	Beginning to use dates and vocabulary	Year 4	Can explain the achievements of ancient	between specific periods of history.	and BC.	relating to the passing of time, including
	relating to the passing of time, including	Can explain the achievements of ancient	civilizations and their impact on the world	Year 4	Beginning to identify and describe changes	ancient, modern, century and decade, AD
	ancient, modern, century and decade, AD	civilizations and their impact on the	in the past and today.	Can discuss historical changes in Britain; what	between specific periods of history.	and BC.
	and BC.	world in the past and today.	Is aware that the same time in history may	caused them and the impact on life in Britain.	Year 4	Beginning to identify and describe changes
	Beginning to identify and describe changes	Can examine and compare artefacts.		Can examine and compare artefacts.	Can discuss historical changes in Britain; what	between specific periods of history.
	between specific periods of history.	i de la companya de	be represented in different ways.	Is aware that the same time in history may be	caused them and the impact on life in Britain.	Year 4
	Year 4	Can create historically valid questions	Knows that the past can be divided into	represented in different ways.		

	Can discuss historical changes in Britain; what	about similarities and differences.	different periods of time.	Knows that the past can be divided into	Can discuss the impact of significant historical	Can explain the achievements of ancient
	caused them and the impact on life in Britain.	Knows that the past can be divided into	Can use dates and vocabulary relating to	different periods of time.	events, people and places in their own	civilizations and their impact on the world
	Can discuss the impact of significant	different periods of time.	the passing of time, including ancient,	Can use dates and vocabulary relating to	locality.	in the past and today.
	historical events, people and places in their	Can use dates and vocabulary relating to	modern, century and decade, AD and BC.	the passing of time, including ancient,	Can choose appropriate sources to answer	Is aware that the same time in history may
	own locality.	the passing of time, including ancient,	Can identify and describe changes	modern, century and decade, AD and BC.	questions about specific people and events; going beyond simple observations.	be represented in different ways.
	Can examine and compare artefacts.	modern, century and decade, AD and	between specific periods of history.	Can identify and describe changes		Can create historically valid questions
	Can give simple reasons as to why key	BC.		between specific periods of history.	Knows that the past can be divided into	about similarities and differences.
	events happened in history.	Can identify and describe changes		Describe and understand the workings of	different periods of time.	Can give simple reasons as to why key
	Can choose appropriate sources to answer	between specific periods of history.		rivers, mountains, volcanoes and	Can use dates and vocabulary relating to	events happened in history.
	questions about specific people and			earthquakes.	the passing of time, including ancient,	Knows that the past can be divided into
	events; going beyond simple observations.				modern, century and decade, AD and	different periods of time.
	Knows that the past can be divided into				BC.	
	different periods of time.				Can identify and describe changes	Can use dates and vocabulary relating to
	Can use dates and vocabulary relating to				between specific periods of history.	the passing of time, including ancient,
	the passing of time, including ancient,					modern, century and decade, AD and BC.
	modern, century and decade, AD and BC.					Can identify and describe changes
	Can identify and describe changes					between specific periods of history.
	between specific periods of history.					
	between specime periods of mistery.					
Hictory Voy	Year 3					
History Key	Century Church, Conquest, Dark Ages, Invasion	, Kingdom, Settlement,				
Vocabulary	Year 4					
	Consequence, Interpretation, Missionary, Raid,	Pillage, Justice				
			Years 5 and 6			
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
History	British history that extends pupils'	Benin – a non-European civilisation	Ancient Greece – links to ancient civilisations	Cornwall history – links to industrial	Space history – links to significant individuals	New Zealand (and Australia), Maori – a non-
Thistory	chronological knowledge beyond 1066 –	commensurate with the Normans	such as Romans, Egypt, Bronze and Iron Age	revelution and Dishard Travithists	such as Tim Peake	European society that provides contrast with
	Chilohological Khowicage beyond 1000	Commensurate with the Normans	Such as normans, Egypt, bronze and from Age	revolution and Richard Trevithick	Such as fill reake	European society that provides contrast with
	Battle of Hastings	<u>Year 5</u>	(tin trade)	<u>Year 5</u>	<u>Year 5</u>	British history
History Association	Battle of Hastings Year 5	Year 5 Beginning to examine artefacts and explain what	(tin trade) <u>Year 5</u>	Year 5 Beginning to examine artefacts and explain what	Year 5 Beginning to examine artefacts and explain what	British history Year 5
schemes of work	Battle of Hastings Year 5 Beginning to examine artefacts and explain what	Year 5 Beginning to examine artefacts and explain what they show us about that time in history.	(tin trade) Year 5 Beginning to examine artefacts and explain what	Year 5 Beginning to examine artefacts and explain what they show us about that time in history.	Year 5 Beginning to examine artefacts and explain what they show us about that time in history.	British history Year 5 Beginning to examine artefacts and explain what
schemes of work Enquiry skills objectives are	Battle of Hastings Year 5 Beginning to examine artefacts and explain what they show us about that time in history.	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for	(tin trade) Year 5 Beginning to examine artefacts and explain what they show us about that time in history.	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for	British history Year 5 Beginning to examine artefacts and explain what they show us about that time in history.
schemes of work Enquiry skills objectives are ongoing throughout the	Battle of Hastings Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and	(tin trade) Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and	British history Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for
schemes of work Enquiry skills objectives are	Battle of Hastings Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions.	(tin trade) Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions.	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions.	British history Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and
schemes of work Enquiry skills objectives are ongoing throughout the	Battle of Hastings Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions.	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes	(tin trade) Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions.	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes	British history Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions.
schemes of work Enquiry skills objectives are ongoing throughout the	Battle of Hastings Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of	(tin trade) Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of	British history Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes
schemes of work Enquiry skills objectives are ongoing throughout the	Battle of Hastings Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order.	(tin trade) Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order.	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order.	British history Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of
schemes of work Enquiry skills objectives are ongoing throughout the	Battle of Hastings Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order.	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order. Beginning to create historically valid questions	(tin trade) Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order.	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order. Beginning to discuss the impact of significant	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order. Beginning to create historically valid questions	British history Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order.
schemes of work Enquiry skills objectives are ongoing throughout the	Battle of Hastings Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order.	(tin trade) Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order.	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order.	British history Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of
schemes of work Enquiry skills objectives are ongoing throughout the	Battle of Hastings Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order. Beginning to discuss the impact and causes of	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order. Beginning to create historically valid questions about cause and significance.	(tin trade) Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order. Beginning to create historically valid questions	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order. Beginning to discuss the impact of significant historical events, people and places in their own	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order. Beginning to create historically valid questions about cause and significance.	British history Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order. Beginning to suggest reasons for conflicting
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time in chronological order.

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History Key Vocabulary	Year 5 Cause, Change, Version, Court, Nation, Pagan, Year 6 Stereotype, Treaty, Civilisation, Empire, Parlian			