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 Country – a ticket to Europe –	To the moon and back, flight and space	Beyond living memory, Brunel & Drake	Amazon Rainforest,s - events beyond living	Tudors – links to significant individuals such		
i iistoi y	memory that are significant nationally	significant historical events, people and	exploration - changes within living memory	Year 1	memory that are significant globally, Henry	as Henry VIII		
	<u>Year 1</u>	places in their own locality - Lanhydrock	Year 1	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 in		
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		
/ear.	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 the pa		
	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 that we		
	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 and		
	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 their		
	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 chronological		
	order.	Can place events and objects in chronological	order.	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 using		
	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 find ou		
	about the past.	Knows some of the ways that we can find out	about the past.	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 people in		
	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 memor		
	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; size;		
		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.			their living memory			
					Can describe the similarities and differences			
					between life during a time in the past and life			
					today			
					,			
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		
Liston,	Britain's settlement by Anglo-Saxons, Vikings	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 provide		
History	and Scots – 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 Anglo-		
	Year 3	Year 3	Beginning to explain the achievements of	Year 3	Year 3	Saxons		
History Association	Reginning to discuss historical changes in	Deginning to explain the exhibitoments of	ancient civilizations and their impact on the	Poginning to discuss historical changes in	Deginning to discuss historical shanges in	Voca 2		

Years 3 and 4							
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B	
History	Britain's settlement by Anglo-Saxons, Vikings and Scots – 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 Enquiry skills and chronology objectives are ongoing throughout the year.	Beginning to discuss historical changes in Britain; what caused them and the impact on life in Britain. Beginning to discuss the impact of significant historical events, people and places in their own locality. Beginning to examine and compare artefacts. Beginning to give simple reasons as to why key events happened in history. Beginning to choose appropriate sources to answer questions about specific people and events; going beyond simple observations. Beginning to know that the past can be divided into different periods of time. Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD	Beginning to explain the achievements of ancient civilizations and their impact on the world in the past and today. Beginning to examine and compare artefacts. Beginning to create historically valid questions about similarities and differences. Beginning to know that the past can be divided into different periods of time. Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Beginning to identify and describe changes between specific periods of history. Year 4 Can explain the achievements of ancient civilizations and their impact on the	ancient civilizations and their impact on the world in the past and today. Beginning to become aware that the same time in history may be represented in different ways. Beginning to know that the past can be divided into different periods of time. Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Beginning to identify and describe changes between specific periods of history. Year 4 Can explain the achievements of ancient civilizations and their impact on the world in the past and today.	Beginning to discuss historical changes in Britain; what caused them and the impact on life in Britain. Beginning to examine and compare artefacts. Beginning to become aware that the same time in history may be represented in different ways. Beginning to know that the past can be divided into different periods of time. Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Beginning to identify and describe changes between specific periods of history. Year 4 Can discuss historical changes in Britain; what	Beginning to discuss historical changes in Britain; what caused them and the impact on life in Britain. Beginning to discuss the impact of significant historical events, people and places in their own locality. Beginning to choose appropriate sources to answer questions about specific people and events; going beyond simple observations. Beginning to know that the past can be divided into different periods of time. Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Beginning to identify and describe changes between specific periods of history.	Year 3 Beginning to explain the achievements of ancient civilizations and their impact on the world in the past and today. Beginning to become aware that the same time in history may be represented in different ways. Beginning to create historically valid questions about similarities and differences. Beginning to give simple reasons as to why key events happened in history. Beginning to know that the past can be divided into different periods of time. Beginning to use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC.	
	and BC. Beginning to identify and describe changes between specific periods of history. Year 4	world in the past and today. Can examine and compare artefacts. Can create historically valid questions	Is aware that the same time in history may be represented in different ways. Knows that the past can be divided into	caused them and the impact on life in Britain. Can examine and compare artefacts. Is aware that the same time in history may be represented in different ways.	Year 4 Can discuss historical changes in Britain; what caused them and the impact on life in Britain.	Beginning to identify and describe changes between specific periods of history. Year 4	

					<u> </u>	
	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;	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	going beyond simple observations.	Can create historically valid questions
	Can give simple reasons as to why key	BC.	between specific periods of history.	between specific periods of history.	Knows that the past can be divided into	7
	events happened in history.	Can identify and describe changes			different periods of time.	about similarities and differences.
		between specific periods of history.		Describe and understand the workings of	Can use dates and vocabulary relating to	Can give simple reasons as to why key
	Can choose appropriate sources to answer	between specific periods of flistory.		rivers, mountains, volcanoes and	the passing of time, including ancient,	events happened in history.
	questions about specific people and			earthquakes.	modern, century and decade, AD and	Knows that the past can be divided into
	events; going beyond simple observations.				BC.	different periods of time.
	Knows that the past can be divided into				Can identify and describe changes	Can use dates and vocabulary relating to
	different periods of time.				between specific periods of history.	the passing of time, including ancient,
	Can use dates and vocabulary relating to				between specific periods of flistory.	modern, century and decade, AD and BC.
	the passing of time, including ancient,					
	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 specific periods of flistory.					
	Vern 2	<u> </u>		<u> </u>	<u> </u>	
History Key	Year 3 Century Church, Conquest, Dark Ages, Invasion	Vingdom Sattlement				
Vocabulary	Year 4	, Killguotti, Settlerilerit,				
Total and T	Consequence, Interpretation, Missionary, Raid,	Pillago Justico				
	Consequence, interpretation, ivissionary, raid,	Fillage, Justice				
			Years 5 and 6			
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
History	British history that extends pupils'	Indus Valley – links to Baghdad / Sumer	Ancient Greece – links to ancient civilisations	Cornwall history – links to industrial	Space history – links to significant individuals	New Zealand (and Australia), Maori – a non-
IIISCOIV						
,	chronological knowledge beyond 1066 –	agricultural society	such as Romans, Egypt, Bronze and Iron Age	revolution and Richard Trevithick	such as Tim Peake	European society that provides contrast with
· · · · · · · · · · · · · · · · · · ·	chronological knowledge beyond 1066 – Battle of Hastings	agricultural society Year 5	such as Romans, Egypt, Bronze and Iron Age (tin trade)	revolution and Richard Trevithick Year 5	such as Tim Peake Year 5	European society that provides contrast with British history
History Association						
·	Battle of Hastings	Year 5	(tin trade)	<u>Year 5</u>	<u>Year 5</u>	British history
History Association	Battle of Hastings Year 5 Beginning to examine artefacts and explain what	Year 5 Beginning to examine artefacts and explain what	(tin trade) Year 5	Year 5 Beginning to examine artefacts and explain what	Year 5 Beginning to examine artefacts and explain what	British history Year 5 Beginning to examine artefacts and explain what
History Association schemes of work	Battle of Hastings Year 5	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
History Association 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.
History Association 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
History Association 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	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.
History Association 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	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 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.	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
History Association 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	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
History Association 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
History Association 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 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.	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.
History Association 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.	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 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
History Association 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 historical changes in Britain.	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. Beginning to identify and describe changes within	(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 about cause and significance.	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 locality making links with changes in national life.	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. Beginning to identify and describe changes within	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 historical accounts.
History Association 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 historical changes in Britain. Beginning to suggest reasons for conflicting	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. Beginning to identify and describe changes within and between different periods in history.	(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 about cause and significance. Beginning to examine periods in world 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 discuss the impact of significant historical events, people and places in their own locality making links with changes in national life. 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. Beginning to identify and describe changes within and between different periods in history.	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 historical accounts. Beginning to create historically valid questions
History Association 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 historical changes in Britain. Beginning to suggest reasons for conflicting historical accounts.	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events 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 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. Beginning to examine periods in world history; identifying contrasts with and influences on British	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 locality making links with changes in national life. Beginning to discuss the impact and causes of historical changes in Britain.	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events 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 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 historical accounts. Beginning to create historically valid questions about cause and significance.
History Association 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 historical changes in Britain. Beginning to suggest reasons for conflicting historical accounts. 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 create historically valid questions about cause and significance. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining	(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 about cause and significance. Beginning to examine periods in world history; identifying contrasts with and influences on British society at the time.	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 locality making links with changes in national life. Beginning to discuss the impact and causes of historical changes in Britain. Can discuss the impact and causes of historical	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining	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 historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms
History Association 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 historical changes in Britain. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance.	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6	(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 about cause and significance. Beginning to examine periods in world history; identifying contrasts with and influences on British society at the time. Beginning to use and understands abstract terms	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 locality making links with changes in national life. Beginning to discuss the impact and causes of historical changes in Britain. Can discuss the impact and causes of historical changes in Britain.	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6	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 historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and
History Association 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 historical changes in Britain. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they	(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 about cause and significance. Beginning to examine periods in world history; identifying contrasts with and influences on British society at the time. Beginning to use and understands abstract terms such as empire, civilisation, parliament 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. 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 locality making links with changes in national life. Beginning to discuss the impact and causes of historical changes in Britain. Can discuss the impact and causes of historical changes in Britain. 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 create historically valid questions about cause and significance. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they	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 historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry.
History Association 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 historical changes in Britain. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament 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. 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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history.	(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 about cause and significance. Beginning to examine periods in world history; identifying contrasts with and influences on British society at the time. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry.	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 locality making links with changes in national life. Beginning to discuss the impact and causes of historical changes in Britain. Can discuss the impact and causes of historical changes in Britain. Beginning to create historically valid questions about cause and significance.	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history.	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 historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within
History Association 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 historical changes in Britain. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry.	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her	(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 about cause and significance. Beginning to examine periods in world history; identifying contrasts with and influences on British society at the time. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within	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 locality making links with changes in national life. Beginning to discuss the impact and causes of historical changes in Britain. Can discuss the impact and causes of historical changes in Britain. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her	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 historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history.
History Association 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 historical changes in Britain. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can 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 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. Beginning to examine periods in world history; identifying contrasts with and influences on British society at the time. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods 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 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 locality making links with changes in national life. Beginning to discuss the impact and causes of historical changes in Britain. Can discuss the impact and causes of historical changes in Britain. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament 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. 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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can 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 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 historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and
History Association 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 historical changes in Britain. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods 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 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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can 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 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. Beginning to examine periods in world history; identifying contrasts with and influences on British society at the time. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events 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. 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 locality making links with changes in national life. Beginning to discuss the impact and causes of historical changes in Britain. Can discuss the impact and causes of historical changes in Britain. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry.	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can 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 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 historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining
History Association 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 historical changes in Britain. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events 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. 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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can place events, people and changes into	(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 about cause and significance. Beginning to examine periods in world history; identifying contrasts with and influences on British society at the time. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining	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 locality making links with changes in national life. Beginning to discuss the impact and causes of historical changes in Britain. Can discuss the impact and causes of historical changes in Britain. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods 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 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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can place events, people and changes into	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 historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6
History Association 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 historical changes in Britain. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can 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 into correct periods of time and the periods of time in chronological order. Beginning to create historically valid questions about cause and significance. Beginning to examine periods in world history; identifying contrasts with and influences on British society at the time. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result.	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 locality making links with changes in national life. Beginning to discuss the impact and causes of historical changes in Britain. Can discuss the impact and causes of historical changes in Britain. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events 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. 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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can 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 into correct periods of time and the periods of time in chronological order. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they
History Association 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 historical changes in Britain. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can 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 time in chronological order. Beginning to create historically valid questions about cause and significance. Beginning to examine periods in world history; identifying contrasts with and influences on British society at the time. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they	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 locality making links with changes in national life. Beginning to discuss the impact and causes of historical changes in Britain. Can discuss the impact and causes of historical changes in Britain. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods 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 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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can 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 time in chronological order. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history.
History Association 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 historical changes in Britain. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can place events, people and changes into correct periods of time and the periods of time in chronological order. Can create historically valid questions about	(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 about cause and significance. Beginning to examine periods in world history; identifying contrasts with and influences on British society at the time. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can 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 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 locality making links with changes in national life. Beginning to discuss the impact and causes of historical changes in Britain. Can discuss the impact and causes of historical changes in Britain. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result.	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can place events, people and changes into correct periods of time and the periods of time in chronological order. Can 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. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her
History Association 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 historical changes in Britain. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can 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 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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can 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 time in chronological order. Beginning to create historically valid questions about cause and significance. Beginning to examine periods in world history; identifying contrasts with and influences on British society at the time. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her	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 locality making links with changes in national life. Beginning to discuss the impact and causes of historical changes in Britain. Can discuss the impact and causes of historical changes in Britain. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can 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 time in chronological order. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and
History Association 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 historical changes in Britain. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can place events, people and changes into correct periods of time and the periods of time in chronological order. Can create historically valid questions about	(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 about cause and significance. Beginning to examine periods in world history; identifying contrasts with and influences on British society at the time. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can 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. 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 locality making links with changes in national life. Beginning to discuss the impact and causes of historical changes in Britain. Can discuss the impact and causes of historical changes in Britain. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can place events, people and changes into correct periods of time and the periods of time in chronological order. Can 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. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions.
History Association 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 historical changes in Britain. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can 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 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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can place events, people and changes into correct periods of time and the periods of time in chronological order. Can 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 about cause and significance. Beginning to examine periods in world history; identifying contrasts with and influences on British society at the time. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her	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 locality making links with changes in national life. Beginning to discuss the impact and causes of historical changes in Britain. Can discuss the impact and causes of historical changes in Britain. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6	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. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can place events, people and changes into correct periods of time and the periods of time in chronological order. Can 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 historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and

correct periods of time and the periods of

Can create historically valid questions

Can examine periods in world history;

identifying contrasts with and influences on

Can use and understands abstract terms

such as empire, civilisation, parliament and

time in chronological order.

British society at the time.

about cause and significance.

Can place events, people and changes into

correct periods of time and the periods of

time in chronological order.

about cause and significance.

historical accounts.

Can suggest reasons for conflicting

Can create historically valid questions

Can use and understands abstract terms

such as empire, civilisation, parliament and

giving reasons for them and explaining the

accuracy, usefulness and relevance and

Can discuss the impact of significant

Can place events, people and changes into

correct periods of time and the periods of

historical events, people and places in their

own locality making links with changes in

combines them to answer questions.

time in chronological order.

national life.

time in chronological order.

about cause and significance.

historical accounts.

peasantry.

Can suggest reasons for conflicting

Can create historically valid questions

Can use and understands abstract terms

such as empire, civilisation, parliament and

changes; giving reasons for them and

explaining the result.

	peasantry. Can identify and describe changes within and between different periods in history. Can make links between events and changes; giving reasons for them and explaining the result.	peasantry. Can identify and describe changes within and between different periods in history. Can make links between events and changes; giving reasons for them and explaining the result.	Can discuss the impact and causes of historical changes in Britain. Can create historically valid questions about cause and significance. Can use and understands abstract terms such as empire, civilisation, parliament and peasantry. Can identify and describe changes within and between different periods in history. Can make links between events and changes; giving reasons for them and explaining the result.	and between different periods in history. Can make links between events and changes; giving reasons for them and explaining the result.
History Key Vocabulary	Year 5 Cause, Change, Version, Court, Nation, Pagan, Year 6 Stereotype, Treaty, Civilisation, Empire, Parlian			