



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N R	<p>Will you hold my hand? (All About Me) Talk about changes in their lifetime Sequence events/photos Identify similarities and differences in their own lives e.g. from when they were a baby until now</p>		<p>What's inside a castle? Name and label parts of historical buildings e.g. castles Role play life in the past/stories about the past Explore and make predictions about objects/photos from the past Shhh! Lift-the-Flap Book (Paperback) by Sally Grindley, Peter Utton Visit to Restormel Castle</p>			<p>What's beneath the waves? Recall and tell stories about the past Investigate changes in time passing e.g. season to season (what is the sea like from season to season)</p>
1	<p>How can we help the hopeless Mr Lather? Did our water always come from taps? How did we make a cup of tea 100 years ago? How did we wash our clothes 100 years ago?</p>				<p>Florence Nightingale and Mary Seacole Why is Florence Nightingale remembered today and what did she do in her life? Why do you think Florence took the brave choice to go to the Crimea?</p>	



	<p>Would you rather be a child 100 years ago or today?</p> <p>Changes within living memory, making links to changes within national life</p> <p>Changes in life in the home</p> <p>Identify some of the ways in which the past is represented e.g. in stories, songs, pictures, artefacts, written documents and recordings <i>Polly Put the Kettle On, Jack and Jill</i></p> <p>Compare aspects of life now and then , looking at similarities and differences</p> <p>Sequence events or related objects in order of time</p> <p>Answer questions related to different artefacts</p>				<p>What did Florence do to help the soldiers and did think the same of her?</p> <p>What were the most important achievements of Florence’s life?</p> <p>Why have we learnt so much about Florence and so little about Mary Seacole?</p> <p>How should we remember Florence Nightingale and Mary Seacole?</p> <p>Explain the lives of significant individuals in the past who have contributed to national and international achievement</p> <p>Answer questions related to different sources</p> <p>Place historical people and events on a timeline</p>	
<p>2</p>		<p>Why do we call it the Great Fire of London?</p> <p>What was London like in 1666?</p> <p>Why did the fire of 1666 spread so rapidly?</p>	<p>How were the stories of Emily Davison and Rosa Parks similar and different?</p>			<p>Who was Ann Glanville?</p> <p>Who was Ann Glanville?</p>



		<p>How did people try to fight the fire? How do we know so much about the Great Fire of London? Who was Sir Christopher Wren and what did he do? Describe events beyond living memory that are significant nationally or globally Recognise and explain why events happened and the impact that they had Place historical people and events on a chronological timeline To be able to consider the reliability of memories Explore and interpret sources of evidence discussing the effectiveness of the sources</p>	<p>Why do we remember Emily and Rosa today? How do we remember them? Why and how did Emily and the Suffragettes protest? What did Emily do in 1913 and what were the consequences? Why were Rosa and other African Americans ready to protest? What did Rosa do in 1955 and what were the consequences? How were the stories of Emily and Rosa similar and different? Explain the lives of significant individuals in the past who have contributed to international and national achievement Place historical people and events on a chronological timeline Identify fact and fiction Sequence events or related objects in order of time</p>			<p>Why was Ann different to other women at the time? What kind of boat did Ann race in? How are the stories of Ann and Emily Davison similar and different? How does Ann 'still race on today'? To explain significant historical events, people and places in their locality. To ask and answer questions related to different sources and objects Begin to make suggestions about historical artefacts Use correct vocabulary when talking about the past and the passing of time</p>
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<p>3</p>	<p>Was Stone Age man simply a hunter/gatherer concerned only with survival? How different was life in the Stone Age when man started to farm? What can we learn about life in the Stone Age from a study of Skara Brae? Why is it so difficult to work out why Stonehenge was built? How much did life really change the Iron Age and how can we possibly know? Can you solve the mystery of the 52 skeletons of Maiden Castle? Explain what life was like in the Stone Age Describe changes in life in Britain from Stone Age to the Iron Age Sequence events or artefacts on a timeline</p>		<p>Why study the Ancient Egyptians if they lived thousands of years ago? Where will we find the treasures of Ancient Egypt? What sources of evidence have survived and how were they discovered? What secrets of Ancient Egypt are revealed by the pyramids? What does the evidence tell us about life for men, women and children in Ancient Egypt? What can we learn about the beliefs of the Ancient Egyptians from evidence that has survived? Describe the achievements of the earliest civilisations e.g. Ancient Egyptians</p>			<p>What have the Romans ever done for us? Who were the Romans? Why did Claudius leave hot, sunny Italy to invade cold, wet Britain? The Roman invasion – have the books got it right? Should the Celts take on the Romans? What image do we have of Boudicca today? How were the Romans able to keep control over such a vast Empire? What have the Romans ever done for us? Describe who Emperor Claudius was and his role in the Roman Empire. Describe the impact of the Roman Empire on Britain Explain Britain’s resistance to invasion</p>
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	<p>Identify key features of historical periods Compare and contrast aspects of life in different periods</p>		<p>Identify key features and beliefs of historical periods Analyse beliefs, behaviours and characteristics of people in the past.</p>			<p>Explain the impact of invasion of Britain. Understand the difference between BC/BCE/AD/CE Identify reasons for and the results of people's actions Begin to evaluate the effectiveness of different sources</p>
<p>4</p>			<p>What was life like in Tudor times? What can we tell about Henry VIII from his portraits? Why did Henry really break with Rome, love or religion? How different was life for people at different levels of society and how do we know? Were the portraits of Queen Elizabeth accurate? How on earth was Elizabeth able to defeat the mighty Spanish Armada? What can we learn about Elizabethan England by studying how they enjoyed their leisure time?</p>			<p>Why did the Anglo-Saxons invade and how can we possibly know where they settle? What does the mystery of the empty grave tell us about Saxon Britain? How did people's lives change when Christianity came to Britain and how can we be sure? How were the Saxons able to see off the Viking threat? Just how great was King Alfred, really? Just how effective was Saxon justice? So how dark were the dark ages, really?</p>



			<p>Understand an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Identify and give different reasons for the way the past is represented</p> <p>Justify explanations by making references to appropriate evidence.</p>			<p>Describe the key events in the settlement of Britain by the Anglo Saxons. Explain the struggle for the kingdom of England from Saxon times.</p> <p>Explore and interpret sources of evidence, discussing the effectiveness of the sources of evidence. Compare and contrast aspects of life in different periods using a range of sources and understand their reliability.</p>
5	<p>Were the Vikings always victorious and vicious?</p> <p>What image do we have of the Vikings?</p> <p>Why have the Vikings gained such a bad reputation?</p> <p>How did the Vikings try to take over the country and how close did they get?</p> <p>How have recent excavations changed our view of the</p>		<p>What the Dickens was life like in the Victorian times?</p> <p>What the Dickens was life like in the Victorian cities?</p> <p>Why did people move to the towns and cities?</p> <p>Children working in Victorian factories – was it as bad as they tell us?</p>		<p>Why was Greece one of the most important places in the world 2500 years ago?</p> <p>How can we possibly know so much about the Ancient Greeks who lived over 2500 years ago?</p> <p>What can we work out about everyday life in Ancient Athens</p>	



	<p>Vikings? (Focus on Jorvik) What can we learn about Viking settlement from a study of place name endings? Raiders of settlers: How should we remember the Vikings? Explain the Viking struggle for the kingdom of England to the time of Edward the Confessor Analyse beliefs, behaviours and characteristics of people, recognising that not everyone had the same views and opinions. Identify cause and consequence including impact on society over time.</p>		<p>Would you rather be a Victorian school child? How did the railway change Victorian Cornwall? Was the Victorian Era a Golden Age or Dark Age? To recall influences and events within Britain and the wider world leading to significant turning points in British history as well as the impact on the nation Identify changes within and across the time period studied Investigate how a period of time can have both continuity and change and the result of this</p>		<p>from pottery evidence? Why was Athens able to be so strong at this time? What was so special about life in 5th century Athens? In what ways have the Ancient Greeks influenced our everyday lives? Describe aspects of life in Ancient Greece List the achievements of the Ancient Greek civilisation Explain the influence of the ancient civilisations on the Western World e.g art, architecture and literature. To evaluate the effectiveness of different sources. Ask and answer a range of questions about the past. Use a range of sources in their answers.</p>	
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					Make predictions about artefacts and their uses.	
6	<p>How have the early Islamic achievements influenced the modern world?</p> <p>Why do you think it is important to study Islam in this period, c.900?</p> <p>How on earth were the Arabs able to spread so far, so quickly, within just a century of the Prophet Muhammad's death?</p> <p>What can we learn about Islam from the way they set up the capital at Baghdad?</p> <p>In its Golden Age, ten times more people lived in Baghdad than in London. So what was so special about it and how can we possibly know?</p> <p>Just how amazing was daily life for rich people in Islamic cities?</p>		<p>What was life like on the Home Front?</p> <p>Why did Britain have to go to war in 1939?</p> <p>Why was it necessary for children to be evacuated and what was evacuation really like?</p> <p>How was Britain able to stand firm against the German threat?</p> <p>How did people manage to carry on normal life during the war and how do we know?</p> <p>Why is it so difficult to be sure what life on the Home Front was really like?</p> <p>What was VE day really like?</p> <p>Describe key events in WW2 and what life was like on the Home Front</p>		<p>Cornwall – peaceful or rebellious?</p> <p>What was life like in Cornwall 500 years ago?</p> <p>Did people think of themselves as 'Cornish or English'?</p> <p>Why was An Gof angry?</p> <p>What would it be like to be on the march?</p> <p>What happened at Blackheath?</p> <p>How did Henry VIII punish the leaders?</p> <p>Will 'An Gof' have a 'name perpetual'?</p> <p>Offer reasoned explanations for the cause of effect of main events, situations and changes in the period studied</p> <p>Understand and explain an historical event of significance in the local area (Cornish Rebellion)</p>	



	<p>Which of the early Islamic achievements has most effect on our lives today? Describe aspects of life in a non-European society that provides contrast with British history- early Islamic civilisation To understand how the achievements of early civilisations has impacted on our lives today Recall/list key historical dates and facts Compare and contrast aspects of life in different periods and different cultures, exploring similarities and differences</p>		<p>Explain differing viewpoints of historical events or people and offer reasons for these different versions of events Identify the difference between fact and fiction and be able to give reasons for the use of propaganda Suggest and investigate hypotheses about the past e.g. use of artefacts, ways of life and reasons for events Frame questions carefully to access specific and accurate information Memorise dates of key events</p>		<p>Understand historical bias Employ a wide range of historical vocabulary when presenting information about the past To be able to distinguish between different sources e.g. different versions of the same story and recognise historical bias</p>	
<p>Year 7</p>	<p>What is History? Key skills of being a historian: chronology, using evidence, change and continuity, cause and consequence. Investigate the mystery of the Tollund Man.</p>	<p>The Norman Conquest Investigate what life was like in the Middle Ages, the Battle of Hastings and how William was able to control England. Cause and consequence/interpretation skills are developed.</p>	<p>Cornish History and King vs. People vs. Church Our local history before discovering who had the most power in Medieval England. Source analysis and</p>	<p>Religious Changes Tudor monarchs, James I and the Gunpowder Plot and the impact they had on religion, culture and ordinary lives. We continue analysing sources and the ability to</p>	<p>Empire Assess the positive and negative impacts of the British Empire by studying slavery and the industrial revolution. Consider similarity and difference, change</p>	<p>Jack the Ripper Exploring the dark underbelly of London to discover Victorian London and how Jack escaped capture. Drawing together the skills developed this year to aid investigation</p>



			change/continuity skills are focused on.	extend our historic writing.	and continuity, and interpretations.	
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