

Years 1 and 2						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
<b>History</b>  Enquiry skills and chronology objectives are ongoing throughout the year.	<b>Great Fire of London – events beyond living memory that are significant nationally</b> <b>Year 1</b> Beginning to place events and objects in chronological order. Beginning to use a wide vocabulary of everyday historical terms Beginning to answer questions about the past using given sources. Beginning to know some of the ways that we can find out about the past. Beginning to discuss significant events and people in Britain within and beyond their living memory Beginning to use pictures and role-play to tell stories from the past <b>Year 2</b> Can place events and objects in chronological order. Can use a wide vocabulary of everyday historical terms Can answer questions about the past using given sources. Knows some of the ways that we can find out about the past. Can discuss significant events and people in Britain within and beyond their living memory Can use pictures and role-play to tell stories from the past	<b>Kernow Country – a ticket to Europe – significant historical events, people and places in their own locality - Lanhydrock</b> <b>Year 1</b> Beginning to place events and objects in chronological order. Beginning to use a wide vocabulary of everyday historical terms Beginning to answer questions about the past using given sources. Beginning to know some of the ways that we can find out about the past. Beginning to discuss some significant historical events, people and places in his/her own locality Beginning to describe an artefact e.g. materials; size; signs of wear and tear. <b>Year 2</b> Can place events and objects in chronological order. Can use a wide vocabulary of everyday historical terms Can answer questions about the past using given sources. Knows some of the ways that we can find out about the past. Can discuss significant Can discuss some significant historical events, people and places in his/her own locality Can describe an artefact e.g. materials; size; signs of wear and tear.	<b>To the moon and back, flight and space exploration - changes within living memory</b> <b>Year 1</b> Beginning to place events and objects in chronological order. Beginning to use a wide vocabulary of everyday historical terms Beginning to answer questions about the past using given sources. Beginning to know some of the ways that we can find out about the past. Beginning to discuss significant events and people in Britain within and beyond their living memory Beginning to use pictures and role-play to tell stories from the past <b>Year 2</b> Can place events and objects in chronological order. Can use a wide vocabulary of everyday historical terms Can answer questions about the past using given sources. Knows some of the ways that we can find out about the past. Can discuss significant Can discuss significant events and people in Britain within and beyond their living memory Can use pictures and role-play to tell stories from the past	<b>Beyond living memory, Brunel &amp; Drake</b> <b>Year 1</b> Beginning to place events and objects in chronological order. Beginning to use a wide vocabulary of everyday historical terms Beginning to answer questions about the past using given sources. Beginning to know some of the ways that we can find out about the past. Beginning to discuss significant events and people from the wider world, within and beyond their living memory Beginning to describe an artefact e.g. materials; size; signs of wear and tear. <b>Year 2</b> Can place events and objects in chronological order. Can use a wide vocabulary of everyday historical terms Can answer questions about the past using given sources. Knows some of the ways that we can find out about the past. Can discuss significant Can discuss significant events and people from the wider world, within and beyond their living memory Can describe an artefact e.g. materials; size; signs of wear and tear.	<b>Amazon Rainforest,s - events beyond living memory that are significant globally, Henry Bates and Alexander von Humboldt</b> <b>Year 1</b> Beginning to place events and objects in chronological order. Beginning to use a wide vocabulary of everyday historical terms Beginning to answer questions about the past using given sources. Beginning to know some of the ways that we can find out about the past. Beginning to discuss significant events and people from the wider world, within and beyond their living memory Beginning to describe the similarities and differences between life during a time in the past and life today <b>Year 2</b> Can place events and objects in chronological order. Can use a wide vocabulary of everyday historical terms Can answer questions about the past using given sources. Knows some of the ways that we can find out about the past. Can discuss significant Can discuss significant events and people from the wider world, within and beyond their living memory Can describe the similarities and differences between life during a time in the past and life today	<b>Tudors – links to significant individuals such as Henry VIII</b> <b>Year 1</b> Beginning to place events and objects in chronological order. Beginning to use a wide vocabulary of everyday historical terms Beginning to answer questions about the past using given sources. Beginning to know some of the ways that we can find out about the past. Beginning to discuss significant events and people in Britain within and beyond their living memory Beginning to describe an artefact e.g. materials; size; signs of wear and tear. <b>Year 2</b> Can place events and objects in chronological order. 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<b>History Key Vocabulary</b>	<b>Year 1</b> Artefact, Back then, Memory, Once, Today, Tomorrow, Yesterday <b>Year 2</b> Different, Same, Change, Unchanged, Source, Timeline, Chronological Order, Significant					
Years 3 and 4						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
<b>History</b>  History Association Enquiry skills and chronology objectives are ongoing throughout the year.	<b>Britain’s settlement by Anglo-Saxons, Vikings and Scots – links to local history study</b> <b>Year 3</b> 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 and BC. Beginning to identify and describe changes between specific periods of history. <b>Year 4</b>	<b>Shang Dynasty – links to Bronze Age, achievements of the earliest civilisations</b> <b>Year 3</b> 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. <b>Year 4</b> Can explain the achievements of ancient civilizations and their impact on the world in the past and today. Can examine and compare artefacts. Can create historically valid questions	<b>Stone Age – links to ancient Egypt</b> <b>Year 3</b> 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 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. <b>Year 4</b> Can explain the achievements of ancient civilizations and their impact on the world in the past and today. Is aware that the same time in history may be represented in different ways. Knows that the past can be divided into	<b>Roman Empire and its impact on Britain – links to Iron Age</b> <b>Year 3</b> 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. <b>Year 4</b> Can discuss historical changes in Britain; what 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.	<b>The Georgians – links to significant individuals such as Alexander Pope</b> <b>Year 3</b> 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. <b>Year 4</b> Can discuss historical changes in Britain; what caused them and the impact on life in Britain.	<b>Maya – a non-European society that provides contrast with British history, links to Anglo-Saxons</b> <b>Year 3</b> 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. Beginning to identify and describe changes between specific periods of history. <b>Year 4</b>

	<p>Can discuss historical changes in Britain; what caused them and the impact on life in Britain.</p> <p>Can discuss the impact of significant historical events, people and places in their own locality.</p> <p>Can examine and compare artefacts.</p> <p>Can give simple reasons as to why key events happened in history.</p> <p>Can choose appropriate sources to answer questions about specific people and events; going beyond simple observations.</p> <p>Knows that the past can be divided into different periods of time.</p> <p>Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC.</p> <p>Can identify and describe changes between specific periods of history.</p>	<p>about similarities and differences.</p> <p>Knows that the past can be divided into different periods of time.</p> <p>Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC.</p> <p>Can identify and describe changes between specific periods of history.</p>	<p>different periods of time.</p> <p>Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC.</p> <p>Can identify and describe changes between specific periods of history.</p>	<p>Knows that the past can be divided into different periods of time.</p> <p>Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC.</p> <p>Can identify and describe changes between specific periods of history.</p> <p>Describe and understand the workings of rivers, mountains, volcanoes and earthquakes.</p>	<p>Can discuss the impact of significant historical events, people and places in their own locality.</p> <p>Can choose appropriate sources to answer questions about specific people and events; going beyond simple observations.</p> <p>Knows that the past can be divided into different periods of time.</p> <p>Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC.</p> <p>Can identify and describe changes between specific periods of history.</p>	<p>Can explain the achievements of ancient civilizations and their impact on the world in the past and today.</p> <p>Is aware that the same time in history may be represented in different ways.</p> <p>Can create historically valid questions about similarities and differences.</p> <p>Can give simple reasons as to why key events happened in history.</p> <p>Knows that the past can be divided into different periods of time.</p> <p>Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC.</p> <p>Can identify and describe changes between specific periods of history.</p>
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<b>History Key Vocabulary</b>	<p><b>Year 3</b> Century Church, Conquest, Dark Ages, Invasion, Kingdom, Settlement,</p> <p><b>Year 4</b> Consequence, Interpretation, Missionary, Raid, Pillage, Justice</p>
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Years 5 and 6						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
<p><b>History</b></p> <p>History Association schemes of work Enquiry skills objectives are ongoing throughout the year.</p>	<p><b>British history that extends pupils’ chronological knowledge beyond 1066 – Battle of Hastings</b></p> <p><b>Year 5</b> 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.</p> <p><b>Year 6</b> 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 suggest reasons for conflicting historical accounts. Can create historically valid questions about cause and significance. Can use and understands abstract terms such as empire, civilisation, parliament and</p>	<p><b>Indus Valley – links to Baghdad / Sumer agricultural society</b></p> <p><b>Year 5</b> 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.</p> <p><b>Year 6</b> 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. 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.</p>	<p><b>Ancient Greece – links to ancient civilisations such as Romans, Egypt, Bronze and Iron Age (tin trade)</b></p> <p><b>Year 5</b> 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.</p> <p><b>Year 6</b> 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. Can examine periods in world history; identifying contrasts with and influences on British society at the time. Can use and understands abstract terms such as empire, civilisation, parliament and</p>	<p><b>Cornwall history – links to industrial revolution and Richard Trevithick</b></p> <p><b>Year 5</b> 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.</p> <p><b>Year 6</b> 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 discuss the impact of significant historical events, people and places in their own locality making links with changes in national life.</p>	<p><b>Space history – links to significant individuals such as Tim Peake</b></p> <p><b>Year 5</b> 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.</p> <p><b>Year 6</b> 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. 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.</p>	<p><b>New Zealand (and Australia), Maori – a non-European society that provides contrast with British history</b></p> <p><b>Year 5</b> 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.</p> <p><b>Year 6</b> 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 suggest reasons for conflicting historical accounts. 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</p>

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