		1	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 –	Spanish Armada and Elizabethans – links to	World War 2 – changes within living memory	Amazon Rainforest, Aztecs - events beyond	To the moon and back, flight and space
*	memory that are significant nationally	significant historical events, people and places	significant individuals such as Queen Elizabeth	Year 1	living memory that are significant globally,	exploration - changes within living memory
	Year 1	in their own locality	Year 1	Beginning to place events and objects in	Henry Bates and Alexander von Humboldt	Year 1
Enquiry skills and	Beginning to place events and objects in	Year 1 Reginning to place events and chiests in	Beginning to place events and objects in	chronological order.	Year 1 Beginning to place events and objects in	Beginning to place events and objects in
chronology objectives are ongoing throughout the	chronological order. Beginning to use a wide vocabulary of	Beginning to place events and objects in chronological order.	chronological order. Beginning to use a wide vocabulary of	Beginning to use a wide vocabulary of everyday historical terms	chronological order.	chronological order. Beginning to use a wide vocabulary of
year.	everyday historical terms	Beginning to use a wide vocabulary of	everyday historical terms	Beginning to answer questions about the past	Beginning to use a wide vocabulary of	everyday historical terms
усаг.	Beginning to answer questions about the past	everyday historical terms	Beginning to answer questions about the past		everyday historical terms	Beginning to answer questions about the pa
	using given sources.	Beginning to answer questions about the past		Beginning to know some of the ways that we	Beginning to answer questions about the past	
	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 describe an artefact e.g.	materials; size; signs of wear and tear.	beyond their living memory	Beginning to use pictures and role-play to te
	stories from the past	Beginning to describe an artefact e.g.	materials; size; signs of wear and tear.	Year 2	Beginning to describe the similarities and	stories from the past
	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 chronologica
	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	historical terms Can answer questions about the past using	Can answer questions about the past using	order. Can use a wide vocabulary of everyday	historical terms
	Can answer questions about the past using given sources.	Can answer questions about the past using	given sources.	given sources. Knows some of the ways that we can find out	historical terms	Can answer questions about the past using 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 out
	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 describe an artefact e.g. materials; size;	Can describe an artefact e.g. materials; size;	Can discuss significant events and people	Can use pictures and role-play to tell stories
		Can describe an artefact e.g. materials; size;	signs of wear and tear.	signs of wear and tear.	from the wider world, within and beyond	from the past
		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	
			Years 3 and 4			
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
History	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 – links	The Georgians – links to significant individuals	Maya – a non-European society that provides
	and Scots – links to local history study			noman zmpne ana ita mpate an antan		
		achievements of the earliest civilisations	Year 3	to Iron Age	such as Alexander Pope	contrast with British history, links to Anglo-
	Year 3	Year 3	Beginning to explain the achievements of	to Iron Age Year 3	Year 3	contrast with British history, links to Anglo- Saxons
History Association	Year 3 Beginning to discuss historical changes in	Year 3 Beginning to explain the achievements of	Beginning to explain the achievements of ancient civilizations and their impact on the	to Iron Age Year 3 Beginning to discuss historical changes in	Year 3 Beginning to discuss historical changes in	contrast with British history, links to Anglo- Saxons <u>Year 3</u>
Enquiry skills and	Year 3 Beginning to discuss historical changes in Britain; what caused them and the impact on	Year 3 Beginning to explain the achievements of ancient civilizations and their impact on the	Beginning to explain the achievements of ancient civilizations and their impact on the world in the past and today.	to Iron Age Year 3 Beginning to discuss historical changes in Britain; what caused them and the impact on	Year 3 Beginning to discuss historical changes in Britain; what caused them and the impact on	contrast with British history, links to Anglo- Saxons Year 3 Beginning to explain the achievements of
Enquiry skills and chronology objectives are	Year 3 Beginning to discuss historical changes in Britain; what caused them and the impact on life in Britain.	Year 3 Beginning to explain the achievements of ancient civilizations and their impact on the world in the past and today.	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	to Iron Age Year 3 Beginning to discuss historical changes in Britain; what caused them and the impact on life in Britain.	Year 3 Beginning to discuss historical changes in Britain; what caused them and the impact on life in Britain.	contrast with British history, links to Anglo- Saxons Year 3 Beginning to explain the achievements of ancient civilizations and their impact on the
Enquiry skills and chronology objectives are ongoing throughout the	Year 3 Beginning to discuss historical changes in Britain; what caused them and the impact on life in Britain. Beginning to discuss the impact of significant	Year 3 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 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	to Iron Age Year 3 Beginning to discuss historical changes in Britain; what caused them and the impact on life in Britain. Beginning to examine and compare artefacts.	Year 3 Beginning to discuss historical changes in Britain; what caused them and the impact on life in Britain. Beginning to discuss the impact of significant	contrast with British history, links to Anglo-Saxons Year 3 Beginning to explain the achievements of ancient civilizations and their impact on the world in the past and today.
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Enquiry skills and chronology objectives are ongoing throughout the	Year 3 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	Year 3 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 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	to Iron Age Year 3 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	Year 3 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	contrast with British history, links to Anglo-Saxons 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
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	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
IIISLUIV	story that extends pupils' gical knowledge beyond 1066 –	Indus Valley – links to Baghdad / Sumer agricultural society	Ancient Greece – links to ancient civilisations such as Romans, Egypt, Bronze and Iron Age	Cornwall history – links to industrial revolution and Richard Trevithick	Space history – links to significant individuals such as Tim Peake	New Zealand (and Australia), Maori – a non- European society that provides contrast with
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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. 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 and between different periods in history. 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