

Years 1 and 2						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
History Enquiry skills and chronology objectives are ongoing throughout the year.	Great Fire of London – events beyond living memory that are significant nationally Year 1 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 Year 2 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	Kernow Country – a ticket to Europe – significant historical events, people and places in their own locality Year 1 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. Year 2 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.	Spanish Armada and Elizabethans – links to significant individuals such as Queen Elizabeth Year 1 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. Year 2 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 describe an artefact e.g. materials; size; signs of wear and tear.	World War 2 – changes within living memory Year 1 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. Year 2 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.	Amazon Rainforest, Aztecs - events beyond living memory that are significant globally, Henry Bates and Alexander von Humboldt Year 1 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 Year 2 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	To the moon and back, flight and space exploration - changes within living memory Year 1 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 Year 2 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. 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Years 3 and 4						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
History History Association Enquiry skills and chronology objectives are ongoing throughout the year.	Britain’s settlement by Anglo-Saxons, Vikings and Scots – links to local history study 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 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. Year 4 Can discuss historical changes in Britain; what caused them and the impact on life in Britain. Can discuss the impact of significant historical events, people and places in their	Shang Dynasty – links to Bronze Age, achievements of the earliest civilisations 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 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. Can examine and compare artefacts. Can create historically valid questions about similarities and differences. Knows that the past can be divided into different periods of time. Can use dates and vocabulary relating to	Stone Age – links to ancient Egypt 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 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. Is aware that the same time in history may be represented in different ways. Knows that the past can be divided into different periods of time. Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC.	Roman Empire and its impact on Britain – links 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 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 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. Knows that the past can be divided into different periods of time. Can use dates and vocabulary relating to the passing of time, including ancient,	The Georgians – links to significant individuals such as Alexander Pope 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 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 4 Can discuss historical changes in Britain; what caused them and the impact on life in Britain. Can discuss the impact of significant historical events, people and places in their own locality. Can choose appropriate sources to answer questions about specific people and events; going beyond simple observations.	Maya – a non-European society that provides 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 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. Year 4 Can explain the achievements of ancient civilizations and their impact on the world in the past and today. 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Years 5 and 6

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
History History Association schemes of work Enquiry skills objectives are ongoing throughout the year.	British history that extends pupils' chronological knowledge beyond 1066 – Battle of Hastings and Magna Carta 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 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. Can make links between events and changes; giving reasons for them and explaining the result.	Indus Valley – links to Baghdad / Sumer agricultural society 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. 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.	Ancient Greece – links to ancient civilisations such as Romans, Egypt, Bronze and Iron Age (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 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 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.	Cornwall history – links to industrial revolution and Richard Trevithick 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. 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Space history – links to significant individuals such as Tim Peake 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. 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.	New Zealand (and Australia), Maori – a non-European society that provides contrast with 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. 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