

All National Curriculum objectives are covered comprehensively through a two-year rolling program delivered within each class.

| | Year 1/2 | Year 3/4 | Year 5/6 |
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| Chronological understanding | <ul style="list-style-type: none">• Talk about and share experiences of the past and present.• Talk about and describe artefacts from the past and present.• Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc.• Place objects and events within experience, in time order.• Sequence events in their life• Understand time in terms of days, weeks, and years• Know there is a past to explore, and you can talk to people about past experiences• Sequence artefacts such as toy, from distinctly different periods of time• Sequence artefacts closer together in time and check with reference book and explain their decisions• Sequence photographs from different periods of their life and discuss how things change over time• Describe memories of key events in lives and compare that to the experiences of older people | <ul style="list-style-type: none">• Place events from period studied on timeline and on the British timeline• Use terms related to the period and begin to date events• Sequence several events or artefacts• Understand terms such as BC/AD, Century, decade, millennium, era | <ul style="list-style-type: none">• Use relevant terms and period labels• Make comparisons between different times in the past and understand key periods such as Pre-history, Ancient, Medieval, Tudor, Victorian and Modern times• Place current study on timeline in relation to other studies• Use relevant dates and terms• Sequence up to 10 events on a timeline |

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| Range & depth of historical knowledge | <ul style="list-style-type: none"> • Talk about events in my life and the lives of • Learn about the past of their parents and • Recognise why people did things, why events happened and | <ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied | <ul style="list-style-type: none"> • Use primary and secondary sources to investigate and |
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| | <p>people I know. grandparents through the toy project</p> <ul style="list-style-type: none"> • Learn about the Victorian era what happened as a result • Identify differences between ways of life at different times • Learn about key figures and events such as the Great Fire of London and Grace Darling | <ul style="list-style-type: none"> • Identify and remember key features and events of time studied • Explore at least three distinct time periods • Offer a reasonable explanation for some events • Compare past experiences with their own • Know about the past of our village through spoken history and other resources | <p>explore events and beliefs systems from at least three key historic periods</p> <ul style="list-style-type: none"> • Retain key facts and features from periods • Studied and be able to talk about a particular feature in depth that interested them • Continue local history investigation and place the village in the context of Cornish history. |
| Interpretations of history | <ul style="list-style-type: none"> • Talk about own life and those of people I know. • Talk about and describe my home and the way I live, e.g. day to day life, things I • Realise historians explore evidence from the past and use detective skills to try and find out • Look at evidence from the past, particularly photographs and discuss different possible interpretations • Use stories to encourage children to distinguish between fact and fiction | <ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Distinguish between different sources- | <ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at and understand our interpretations of the past can change • Consider ways of checking the accuracy of interpretations- |

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| | do, my house, my family etc | <p>compare different versions of the same story</p> <ul style="list-style-type: none"> • Use textbooks and historical knowledge • Interpret artefacts with some logic and relation to past experience | <p>fact or fiction and opinion</p> <ul style="list-style-type: none"> • Confidently use the library and internet for research |
| Historical enquiry | <ul style="list-style-type: none"> • Talk about important people in my life and those of people I know. • Begin to ask questions to deepen my understanding • Find answers to simple questions about the past from sources of information e.g. artefacts, {see 4a) • Use a source - observe or handle sources to answer questions about the past on the basis of simple observations • Understand collections are held in Museums and produce their own mini museum with labels and information | <ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details – artefacts and pictures • Know the difference between fact and opinion • Select and record relevant information | <ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about a particular aspect and have some ability to evaluate the resources • Bring knowledge gathered from several sources together in a fluent account |
| Organisation and communication | <ul style="list-style-type: none"> • Communicate their knowledge through: Discussion, drawing pictures, drama/role play, models, writing and | <ul style="list-style-type: none"> • Recall, select and organise historical information • Communicate their knowledge and understanding | |

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| | | <ul style="list-style-type: none">• Select and organise information to produce structured work, making appropriate use of dates and terms |
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