Year	Topic	Strand: Chronology	Milestones: EYFS 1 (Year 1 + 2) 2 (Year 3 + 4) 3 (Year 5 + 6)	Assessment
R	Myself/Toys/Celebrations/Traditional Tales/Seaside	Know some similarities and differences between things in the past and now drawing on their own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Chronologically sequence life from baby-adult. Order artefacts/photographs; old, then, now, new. Develop an understanding of the passing of time through knowing time words increasingly accurately; today/tomorrow/yesterday, being able to join in the days of the week song. Know what month their birthdate is.	I can order pictures from baby to adult. I can order artefacts from old to new.
1&2	Guy Fawkes	Lives of significant individuals contributing to events beyond living memory. How people's lives have shaped the nation	Recount the events of King James & Guy Fawkes' life & place in the context of history. Place King James on a timeline. Place Guy Fawkes on a timeline Recount the events of..... life • Place events and artefacts in order on a timeline. • Label timelines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives.	I can sequence the events of the gunpowder plot.
	The Great Fire of London	Event beyond living memory. Significant individuals.		I can sequence the events of the Great Fire of London.
	British Monarchs			I can order the reigns of Elizabeth I, II and Victoria
	Local History (Canterbury and Wickhambreaux)	Chronology from living memory, comparing and contrasting the locality over time.		I can identify changes in Canterbury and Wickhambreaux over time, expressing them using appropriate vocabulary.
	Explorers	Significant individuals impacting Britain and the wider world.		I can place Scott of the Antarctic, Christopher Columbus and Neil Armstrong on a timeline.

	The Victorians to Modern Day	Changes over recent history		I can order a series of British seaside photographs chronologically.
3&4 A	Ancient Egyptians	Significant Ancient Civilisation – the long arc of development (the big picture) rippling effect through time. Comparative place in history with other civilisations. Chronological narrative of Egyptian society looking at trends over time and comparing the start and the end.	• Place events, artefacts and historical figures on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use dates and terms to describe events.	I can place ancient Egypt on a historical timeline. I can order key society developments including settlement by The Nile, construction of pyramids and discovery of Tutankhamun's tomb.
	Historical Buildings in Kent	Local History – changes and trends in the locality.		I can order motte and bailey, concentric, keep and Tudor house castles.
3&4 B	Romans	The rise and fall of the Roman empire. The roman empire's impact of Britain. The long arc of development (the big picture). Comparative position in history.		I can order key events in the Roman's historical conquest of Britain (invasion, Boudicca's rebellion, settlement and withdrawal)
	Stone Age to Iron Age	Changes in early history to the bronze age - Label a timeline with events. - Explain some of the reasons why Anglo Saxons came to Britain. - Create a map to show where the main kingdoms of Anglo - Saxon times were. Use key dates to show how these kingdoms changed over time. - Identify the main characteristics of Anglo Saxon Britain. - Compare and contrast the beliefs of the Anglo -Saxons when they first arrived in Britain with their beliefs at the start of the tenth century. Use key dates to show how these kingdoms changed over time.		I can order Stone Age, Bronze Age and Iron Age chronologically

5&6 A	Greeks	The long arc of development (the big picture). Comparative position in history. Ancient civilisation's impact on global society. Timeline of significant people and events.	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Use dates and terms accurately in describing events.	I can place the Minoan, Mycenaeans, Archaic, Dark Ages, Classical and Hellenistic periods in chronological order. I can identify the periods in which the stories of the Odyssey and the Iliad took place. I can place Alexander the Great on a timeline of ancient Greece.
5&6 B	Britain since 1900	Modern History of Britain – impact of significant events and people on Britain and the wider world. Specific chronology of WW1 to WW2 and space race to moon landing.		I can place in order significant technological advances and developments and inventions (such as the telephone, the world wide web and colour television).
	The Mayans	The long arc of development (the big picture). Comparative position in history. Ancient civilisation's impact on global society. Concept of chronology, the conceptual nature of time and human organisation of time. - Analyse connections, trends and contrasts over time. - Present a clear narrative within and across periods that notes connections, contrasts and trends over time		I can place the Mayans on a historical timeline.