Year	Topic	Strand: Communication	Milestone	Assessment
R	Myself/Toys/Celebrations/Traditional Tales/Seaside	-Talk about the lives of people around them and their roles in society.	Describe why some toys might be old. Understand the role of a monarch in England. Identify Parliament as a place of democracy in UK. Identify stories that their parents may have also heard as children. Name local significant historical seaside towns; e.g. Herne Bay, Margate.	I can use key words from unit overviews accurately and appropriately.
1&2	Guy Fawkes	King, parliament	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy and war and peace.	I can use key words from unit overviews accurately and appropriately.
	The Great Fire of London	Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations; Answers contain some simple period-specific references; Begins to write in simple and accurate, sequenced, sentences when narrating what happened in the past Compare Kings and Queens in the past and present. - Organise information about significant kings and queens throughout history. - Describe what is meant by the word 'monarch'. - Describe the role of a monarch and how this have changed throughout history		I can use key words from unit overviews accurately and appropriately.
	British Monarchs			I can use key words from unit overviews accurately and appropriately.
	Local History (Canterbury and Wickhambreaux)	Place a few events and objects in order by using common phrases to show the passing of time		I can use key words from unit overviews accurately and appropriately.

	Explorers	Show what they know and understand about the past in different ways (speaking, role play, drawing and writing). List main events from the lives of significant people throughout history and order them on a timeline. - Summarise the main events from significant events- Columbus, Antarctica, the moon landing.		I can use key words from unit overviews accurately and appropriately.
	The Victorians to Modern Day	Writes well in simple and accurate, sequenced, sentences when narrating what happened in the past. Can write in explanatory mode.		I can use key words from unit overviews accurately and appropriately.
3&4 A	Ancient Egyptians	Begins to sustain an answer, providing some supporting evidence. Uses different forms of communication (information leaflet, newspaper report) to articulate knowledge of time period.	• Use appropriate historical vocabulary to communicate, including: dates, decade, time period, era, century, change, chronology.	I can use key words (verbally and written) from unit overviews accurately and appropriately.
	Historical Buildings in Kent	Can compare features of different historical buildings (Canterbury Cathedral, St Andrew's Church, Dover Castle, Canterbury Motte and Bailey) and explain using key vocabulary how they've changed and developed overtime.		I can use key words (verbally and written) from unit overviews accurately and appropriately.
3&4 B	Romans	Uses different forms of communication (information leaflet, newspaper report) to articulate knowledge of time period.		I can use key words (verbally and written) from unit overviews accurately and appropriately.
	Stone Age to Iron Age			I can use key words (verbally and written) from unit overviews accurately and appropriately.

5&6 A	Greeks		• Use appropriate historical vocabulary to communicate, including: dates, time period, era chronology, continuity, change, century, decade, legacy.	I can use key words (verbally and written) from unit overviews accurately and appropriately.
5&6 B	Britain since 1900			I can use key words (verbally and written) from unit overviews accurately and appropriately.
	The Mayans			I can use key words (verbally and written) from unit overviews accurately and appropriately.