Year	Topic	Strand: Historical Enquiry	Milestones: EYFS 1 (Year 1 + 2) 2 (Year 3 + 4) 3 (Year 5 + 6)	Assessment
R	Myself/Toys/Traditional Tales/Seaside	Share pictures of themselves as babies and now. Sort clothing for babies/children. Sort toys for babies/children. Sort old/new toys. Identifying alternative versions of traditional tales. Compare story settings in traditional tales to now. Comparing seaside activities then and now. Comparing seaside destinations then and now. Listen to recounts of now and then. -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 story-telling.	• To be able to use photographs to identify differences and changes. • To use artefacts to talk about differences between then and now. • To talk about similarities and differences.	I can use photographs to identify how I have changed from baby to now. I can talk about how toys are made differently now and in the past. I can explain some activities people did at the seaside a long time ago.

1&2	Guy Fawkes	Finds answers to simple questions about the past from sources of information (eg. pictures, artefacts and stories) Say why people may have acted the way they did. - Talk about influential people from the past. - Know about people's contributions to society. - Look at evidence to explain the reasons behind people's actions Analyse different historical sources to find out about the past (books, pictures, stories, eye witness accounts, photographs, artefacts, museums etc). - Identify different ways in which the past is represented. - Ask questions about the past. - Use a wide range of information to answer questions. - To being to understand he reasons why people in the past acted as they did from a range of sources.	• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.	I can explain the reasons for why Guy Fawkes and Robert Catesby behaved the way they did in the Gunpowder Plot. I can use sources of information to find out about the Gunpowder Plot. I can explain why the Catholics were unhappy with the King. I can explain why the Houses of Parliament is an important building then and now.
	The Great Fire of London	Talk about who was important eg in a simple historical account § Know that events, and people are seen as significant because they result in change. Can explain why some events in the past were significant. Know the names of some Kings and Queens of England in the past and in the present. - Understand the role of a monarch. - Know about the Commonwealth - Understand the importance of British Values. - Recall some facts about the people / events before living memory. - Recognise the role of government and parliament. Explore events, look at pictures and ask questions about the past through		I can explain how the Great Fire of London started and spread quickly. I can explain how the Great Fire changed London. I can explain who Samuel Pepys is.
	British Monarchs			I can compare and contrast the reigns of Elizabeth I, Elizabeth II and Victoria using different sources.

		observing and handling a range of sources.		
	Local History (Canterbury and Wickhambreaux)	Recognise the distinction between past and present. - Identify some similarities and differences between their own present and aspects of the past. - Recognise the difference between old and new buildings		I can identify three differences between Wickhambreaux in the past and now using sources.
	Explorers	Explore events, look at pictures and ask questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about the past, buildings and written sources). - Identify some similarities and differences between their own present and aspects of the past. - Describe how inventions throughout history have been significant in influencing the present. Observe or handle evidence to ask questions and find answers to questions about the past. - Ask questions such as: What was it like for people? What happened? How long ago?		I can explain why Columbus, Scott and Armstrong were explorers. I can explain what made them want to travel and explore.
	The Victorians to Modern Day	Explore events, look at pictures and ask questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about the past, buildings and - Use a wide range of information to answer questions. - Analyse different historical sources to find out about the past (books, pictures, stories, eyewitness accounts, photographs, artefacts, museums etc). - Understand historical concepts and use them to make simple connections and draw contrasts. - Identify similarities and differences		I can understand why the invention of the railways was important to going on holiday. I can compare Victorian schools to my school. I can compare Victorian holidays with my holidays now.

		between seaside holidays in the past and present		
3&4 A	Ancient Egyptians	Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. § Asks questions such as 'how did people….? What did people do for ….?' § Suggests sources of evidence to use to help answer questions: Begin to use the library and internet for research Observe small details – artefacts, pictures Select and record information relevant to the study	• Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from the units covered. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	I can explain the hierarchy of ancient Egyptian society. I can give two reasons why the River Nile was important to ancient Egyptian. I can explain why Howard Carter's discovery of Tutankhamun's tomb is important to our understanding of ancient Egyptian society. I can explain the mummification process.
	Historical Buildings in Kent	Know that events, and people are seen as significant because they result in change. They had consequences for people at and or over time.		I can explain why castle designs changed over time. I can explain the importance of Canterbury Cathedral. I can explain why conflict (World War Two) caused buildings to be constructed or modified in Kent.
3&4 B	Romans	Begin to understand the difference between primary and secondary sources of evidence. § Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. § Asks questions such as 'what was it like for a…… during ……?' § Suggests sources of evidence from a		I can identify the key features of a Roman town. I can explain the hierarchy of Roman society. I can give three examples of how the Romans have impacted our life today.

		selection provided to use to help answer questions. Describe how Britain has influenced and been influenced by the wider world (invasions / settlement). - Understand why the Roman's came to Britain and why they left. - Understand some significant aspects of history – the expansion of empires. - Understand some of the ways in which people's lives have shaped this nation.		
	Stone Age to the Iron Age	- Understand the reasons behind the change from the Stone Age to Bronze Age to the Iron Age. - Understand what life was like during the Stone Age by analysing a settlement (Skara Brae). - Organise information about the Stone Age. - Explain the change between hunter-gather to permanent settlers. - Compare and contrast the settlement at Skara Brae with early Mesolithic settlements.		I can explain how farming changed society (from hunter-gatherer to permanent settlers). I can explain how the use of bronze and iron changed society. I can use images of cave paintings to explain daily life.
5&6 A	The Ancient Greeks	Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. - Produce structured work that makes connections, draws contrasts, analyses trends, frames historically - valid questions involving thoughtful selection and organisation of relevant historical information using appropriate terms and dates. - Describe how architecture still influences designs today. - Identify and list key beliefs and examples of myths and legends)	• Give a broad overview of life in Britain from the units studied and how these units fit into the timeline of British/World history. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	I can use images on Greek pottery to make connections between the hierarchy of society (warrior, servant, home-owner), beliefs (gods), and conflict (hoplite soldier). I can explain how democracy was born in ancient Greece and is still a model used today. I can explain how the ancient Greeks founded the Olympics as a religious festival.

		Understand how the past still influences the present (architecture). - Know that Ancient Greeks influence the modern politics system.		I can explain how ancient Greek philosophy has influenced society today.
5&6 B	Britain since 1900	- Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed (different views on industrialisation). - Choose reliable sources of information to find out about the past. - Evaluate evidence to choose the most reliable forms. - Explain and describe key events. - Know that people in the past have a point of view and that this can affect interpretation. - Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.		I can link fashion and music trends and styles to different decades and explain how attitudes in society impacted these trends. I can explain the impact of World War Two on women's lives (for example Land Army, and role of the woman in the home post-war). I can explain how the technological revolution has impacted lives from 1960 onward, (for example the space race, the invention of the world wide web, and handheld technology).
	The Mayans	Understand significant aspects of history – nature of ancient civilizations; expansions and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. - Note connections, contrasts and trends over time and develop the appropriate use of		I can explain the significance of maize to the ancient Mayans. I can describe the rules of the ball game invented by the Mayans and explain the consequences for the losing team. I can explain the hierarchy of Mayan society.

		historical terms (Mayan food – its religious and cultural significance). Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance (Mayan writing system).		