Year	Topic	Strand: Interpretations of History	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.	Know that history is created with the passing of time. Identify things that can give 'clues' about the past (photographs, recounts, stories, and buildings.)	I can identify some toys as being made in the past. I can identify a photo as being taken in the past. I know I need to ask people about events that happened before I was born.
1&2	Guy Fawkes	Gain Historical perspectives - make connections between: national history, political and religion	• Use artefacts, pictures, stories, online sources etc. to find out about the past and ways in which	I can recognise Guy Fawkes' signed confession as an artefact.

			the past can be studied. • Use sources of 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?	
	Great Fire of London	Which type of evidence is more reliable?		I can recognise Samuel Pepys' diary as a reliable source.
	Local History (Canterbury and Wickhambreaux)	Observations about different ways the past is represented: architecture of local buildings changes in industry (local businesses)		I can recognise that St Andrew's Church, Canterbury Cathedral, The Weavers and other local examples are historical buildings.
	Explorers	What impact did the explorers have: Locally Nationally Internationally Analyse different historical sources to find out about the past (books, pictures, stories, eye witness accounts, photographs, artefacts, museums etc)		I can recognise film, photos and paintings from different explorers and compare their reliability.
	Victorians to Modern Day	Photographic evidence, artistic impressions (link to Turner), visit.		I can recognise film, photos, sculptures and paintings from the Victorians to Modern Day and compare their reliability.
3&4 A	Ancient Egyptians	Understand different versions of the past may exist. Egyptian account vs.	• Use evidence to ask and answer questions about the past. • Suggest suitable sources of	I can explain the difference between a primary and secondary source.

		Hebrew account, suggest reasons for this (religious, historical records)	evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.	I can comment upon the reliability of chosen sources (e.g photos of Tutankhamun's tomb, Ancient Egyptian paintings, hieroglyphics, reference books). I can interpret a variety of sources to give my view on how Tutankhamun died.
	Historical Buildings in Kent	Explore different sources of information and describe reliability		I can explain the difference between using the medieval Canterbury Cathedral and the modern rebuilt sections as sources.
3&4 B	Romans	Types of evidence – local archaeology – visits. Explore the idea that there are different accounts of history. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information.		I can explain the difference between a primary and secondary source. I can comment upon the reliability of chosen sources (e.g mosaics, coins, aqueducts, recounts, artistic impressions of Roman Canterbury etc).

				I can explain why Celts and the Romans would have different accounts of Boudicca's rebellion.
	Stone Age to Iron Age	Understand evidence validity – why is there a lack of historical records? Look at different versions of the same event in history and identify differences (link to folk lore tales and legends). - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. - Understand some of the methods of historical enquiry, how evidence is used to make historical claims. - Use sources as a basis for research from which they will begin to use information		I can explain why there is a lack of historical records in prehistoric times. I can give examples of primary sources from the Stone Age, and explain why some (e.g Mesolithic house) no longer exist.
5&6 A	Ancient Greeks	Suggest reasons for different accounts and interpretations of the past – understand what is meant by validity and reliability Look at different versions of the same event in history and identify differences (link to folk lore tales and legends).	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Show an awareness of the concept of propaganda and how	I can comment on the reliability of chosen sources (e.g pottery, mythology and architecture). I can explain that because of the absence of evidence, we're

		Identify features of primary, secondary and tertiary evidence and categorise accounts.	historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. •Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.	unable to ascertain what did/didn't happen in the dark ages.
5&6 B	Britain since 1900	Look at different historical interpretations of causes of WW2 – Allied and Axis perspectives Explain factors affecting the validity and reliability of primary, secondary and tertiary sources and relate this to the magnitude of impact on supportive validity of answers. Perspectives on changing political environment. Lasting impact of war on women in society		I can understand why some primary sources (e.g propaganda posters) are bias/unreliable.
	Mayans	Identify historically significant developments of Mayan civilisation, explain why they are significant.		I can comment on the reliability of chosen sources (e.g glyphs, stepped pyramids, jewellery and agriculture).