



Year	Module	Focus: Chronological understanding
1	1	
Vocabulary for the year:	Chronological vocabulary: Year, decade, century, ancient, modern, long ago, timeline, date order, similar, different, important, living memory, grandparent, parent, memories, detective, opinion, artefact, old, new Historical enquiry: Detective, picture, painting, letter, diary, artefact, object, memories Historical concepts: Similar, different, change, important, opinion Historical knowledge: Batteries, plastic, wooden, machine, mechanical, modern, chronological, ancient, Victorian, market	
Objectives:	• Can they tell me about things that happened when they were little? • Can they explain how they have changed since they were born? • Can they give a plausible explanation about what an object was used for in the past?	
Assessment criteria for the year:	• Begin to use a timeline to order up to 3 events or artefacts (objects, pictures, words) • Talk about changes in the past • Understand and use appropriate vocabulary to talk about the past • Do they understand how we know about the past and how this helps us with historical enquiry? • Can they ask and answer simple historical questions? • Do they understand and use appropriate vocabulary to structure enquiry? • Can they identify different ways that the past is represented and how some evidence is more reliable than others? • Can they talk about the actions of important people from the past?	



Year	Module	Focus: Significant British Events (Building on chronological understanding) - Guy Fawkes & Gun Powder Plot
1	2	
Vocabulary for the year:	Chronological vocabulary: Year, decade, century, ancient, modern, long ago, timeline, date order, similar, different, important, living memory, grandparent, parent, memories, detective, opinion, artefact, old, new Historical enquiry: Detective, picture, painting, letter, diary, artefact, object, memories Historical concepts: Similar, different, change, important, opinion Historical knowledge: Batteries, plastic, wooden, machine, mechanical, modern, chronological, ancient, Victorian, market	
Objectives:	• Can they use words and phrases like: old, new and a long time ago? • Can they recognise that a story that is read to them may have happened a long time ago? • Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?	
Assessment criteria for the year:	• Begin to use a timeline to order up to 3 events or artefacts (objects, pictures, words) • Talk about changes in the past • Understand and use appropriate vocabulary to talk about the past • Do they understand how we know about the past and how this helps us with historical enquiry? • Can they ask and answer simple historical questions? • Do they understand and use appropriate vocabulary to structure enquiry? • Can they identify different ways that the past is represented and how some evidence is more reliable than others? • Can they talk about the actions of important people from the past?	



Year	Module	
1	3	Focus: Significant People - David Attenborough
Vocabulary for the year:	Chronological vocabulary: Year, decade, century, ancient, modern, long ago, timeline, date order, similar, different, important, living memory, grandparent, parent, memories, detective, opinion, artefact, old, new Historical enquiry: Detective, picture, painting, letter, diary, artefact, object, memories Historical concepts: Similar, different, change, important, opinion Historical knowledge: Batteries, plastic, wooden, machine, mechanical, modern, chronological, ancient, Victorian, market	
Objectives:	Do they appreciate that some famous people have helped our lives be better today?	
Assessment criteria for the year:	- Begin to use a timeline to order up to 3 events or artefacts (objects, pictures, words) - Talk about changes in the past - Understand and use appropriate vocabulary to talk about the past - Do they understand how we know about the past and how this helps us with historical enquiry? - Can they ask and answer simple historical questions? - Do they understand and use appropriate vocabulary to structure enquiry? - Can they identify different ways that the past is represented and how some evidence is more reliable than others? - Can they talk about the actions of important people from the past?	



Year	Module	Focus: Changes within living memory - Toys
1	4	
Vocabulary for the year:	Chronological vocabulary: Year, decade, century, ancient, modern, long ago, timeline, date order, similar, different, important, living memory, grandparent, parent, memories, detective, opinion, artefact, old, new Historical enquiry: Detective, picture, painting, letter, diary, artefact, object, memories Historical concepts: Similar, different, change, important, opinion Historical knowledge: Batteries, plastic, wooden, machine, mechanical, modern, chronological, ancient, Victorian, market	
Objectives:	• Can they put up to three objects in chronological order (recent history)? • Do they know that some objects belonged to the past? • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past - toys? • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using an artefact/ photograph provided?	
Assessment criteria for the year:	• Begin to use a timeline to order up to 3 events or artefacts (objects, pictures, words) • Talk about changes in the past • Understand and use appropriate vocabulary to talk about the past • Do they understand how we know about the past and how this helps us with historical enquiry? • Can they ask and answer simple historical questions? • Do they understand and use appropriate vocabulary to structure enquiry? • Can they identify different ways that the past is represented and how some evidence is more reliable than others? • Can they talk about the actions of important people from the past?	



Year	Module	Focus: Significant People - Florence Nightingale and Queen Elizabeth
1	5	
Vocabulary for the year:	Chronological vocabulary: Year, decade, century, ancient, modern, long ago, timeline, date order, similar, different, important, living memory, grandparent, parent, memories, detective, opinion, artefact, old, new Historical enquiry: Detective, picture, painting, letter, diary, artefact, object, memories Historical concepts: Similar, different, change, important, opinion Historical knowledge: Batteries, plastic, wooden, machine, mechanical, modern, chronological, ancient, Victorian, market	
Objectives:	- Do they understand that we have a king who rules us and that Britain has had a king or queen for many years? - Can they research Elizabeth I and Elizabeth II, to look at their impact?	
Assessment criteria for the year:	- Begin to use a timeline to order up to 3 events or artefacts (objects, pictures, words) - Talk about changes in the past - Understand and use appropriate vocabulary to talk about the past - Do they understand how we know about the past and how this helps us with historical enquiry? - Can they ask and answer simple historical questions? - Do they understand and use appropriate vocabulary to structure enquiry? - Can they identify different ways that the past is represented and how some evidence is more reliable than others? - Can they talk about the actions of important people from the past?	



Year	Module	Focus: Significant Historical Local Event
1	6	
Vocabulary for the year:	Chronological vocabulary: Year, decade, century, ancient, modern, long ago, timeline, date order, similar, different, important, living memory, grandparent, parent, memories, detective, opinion, artefact, old, new Historical enquiry: Detective, picture, painting, letter, diary, artefact, object, memories Historical concepts: Similar, different, change, important, opinion Historical knowledge: Batteries, plastic, wooden, machine, mechanical, modern, chronological, ancient, Victorian, market	
Objectives:	● Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? ● Can they research a famous event that happens in Britain and why it has been happening for some time? ● Can they explain why someone in the past acted in the way they did?	
Assessment criteria for the year:	● Begin to use a timeline to order up to 3 events or artefacts (objects, pictures, words) ● Talk about changes in the past ● Understand and use appropriate vocabulary to talk about the past ● Do they understand how we know about the past and how this helps us with historical enquiry? ● Can they ask and answer simple historical questions? ● Do they understand and use appropriate vocabulary to structure enquiry? ● Can they identify different ways that the past is represented and how some evidence is more reliable than others? ● Can they talk about the actions of important people from the past?	



History Curriculum

Year 2

Year	Module	Focus: Personal Identity
2	1	
Vocabulary for the year:	Chronological vocabulary: Chronological order, era, period, reign, hundreds of years ago, about a hundred years ago, same, different, similar Historical enquiry: Evidence, investigate, research, historians, experts, letters, newspapers, websites, textbooks, Historical concepts: Compare, reason Historical knowledge: Pudding Lane, Century, River Thames, diary, Britain, capital city, bakery, architect, monument, burning, Samuel Pepys	
Objectives:	• Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? • Can they find out something about the past by talking to an older person?	
Assessment criteria for the year:	• Develop timelines to sequence and order • Make connections within time • Use a range of resources to research an enquiry about the life of a person from the past • Ask and answer some historical questions using sources • Choose and use the best sources to create accounts of historical people and events • Explain the causes and consequences of historical events	



Year	Module	Focus: Significant Person - Darcey Bussell
2	2	
Vocabulary for the year:	Chronological vocabulary: Chronological order, era, period, reign, hundreds of years ago, about a hundred years ago, same, different, similar Historical enquiry: Evidence, investigate, research, historians, experts, letters, newspapers, websites, textbooks, Historical concepts: Compare, reason Historical knowledge: Pudding Lane, Century, River Thames, diary, Britain, capital city, bakery, architect, monument, burning, Samuel Pepys	
Objectives:	• Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they research the life of a famous Briton from the past using different resources to help them?	
Assessment criteria for the year:	• Develop timelines to sequence and order • Make connections within time • Use a range of resources to research an enquiry about the life of a person from the past • Ask and answer some historical questions using sources • Choose and use the best sources to create accounts of historical people and events • Explain the causes and consequences of historical events	



Year	Module	
2	3	Focus: Sources - Local History - Yalding Floods
Vocabulary for the year:	Chronological vocabulary: Chronological order, era, period, reign, hundreds of years ago, about a hundred years ago, same, different, similar Historical enquiry: Evidence, investigate, research, historians, experts, letters, newspapers, websites, textbooks, Historical concepts: Compare, reason Historical knowledge: Pudding Lane, Century, River Thames, diary, Britain, capital city, bakery, architect, monument, burning, Samuel Pepys	
Objectives:	• Can they answer questions by using a specific source, such as an information book? • Can they explain how their local area was different in the past?	
Assessment criteria for the year:	• Develop timelines to sequence and order • Make connections within time • Use a range of resources to research an enquiry about the life of a person from the past • Ask and answer some historical questions using sources • Choose and use the best sources to create accounts of historical people and events • Explain the causes and consequences of historical events	



Year	Module	Focus: Events Beyond Living Memory - The Great Fire of London
2	4	
Vocabulary for the year:	Chronological vocabulary: Chronological order, era, period, reign, hundreds of years ago, about a hundred years ago, same, different, similar Historical enquiry: Evidence, investigate, research, historians, experts, letters, newspapers, websites, textbooks, Historical concepts: Compare, reason Historical knowledge: Pudding Lane, Century, River Thames, diary, Britain, capital city, bakery, architect, monument, burning, Samuel Pepys	
Objectives:	• Can they recount some interesting facts from a historical event, such as where the ‘Fire of London’ started? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament? • Can they answer questions by using a specific source such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research a famous event that happens in Britain and why it has been happening for some time?	
Assessment criteria for the year:	• Develop timelines to sequence and order • Make connections within time • Use a range of resources to research an enquiry about the life of a person from the past • Ask and answer some historical questions using sources • Choose and use the best sources to create accounts of historical people and events • Explain the causes and consequences of historical events	



Year	Module	Focus: Significant Person - King John and the Magna Carta
2	5	
Vocabulary for the year:	Chronological vocabulary: Chronological order, era, period, reign, hundreds of years ago, about a hundred years ago, same, different, similar Historical enquiry: Evidence, investigate, research, historians, experts, letters, newspapers, websites, textbooks, Historical concepts: Compare, reason Historical knowledge: Pudding Lane, Century, River Thames, diary, Britain, capital city, bakery, architect, monument, burning, Samuel Pepys	
Objectives:	• Can they explain what is meant by a parliament? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? • Can they explain what is meant by democracy and why it is a good thing?	
Assessment criteria for the year:	• Develop timelines to sequence and order • Make connections within time • Use a range of resources to research an enquiry about the life of a person from the past • Ask and answer some historical questions using sources • Choose and use the best sources to create accounts of historical people and events • Explain the causes and consequences of historical events	



Year	Module	
2	6	Focus: Local History - Iguandon (Maidstone discovery)
Vocabulary for the year:	Chronological vocabulary: Chronological order, era, period, reign, hundreds of years ago, about a hundred years ago, same, different, similar Historical enquiry: Evidence, investigate, research, historians, experts, letters, newspapers, websites, textbooks, Historical concepts: Compare, reason Historical knowledge: Pudding Lane, Century, River Thames, diary, Britain, capital city, bakery, architect, monument, burning, Samuel Pepys	
Objectives:	• Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? • Can they research a famous event that happens in Britain and why it has been happening for some time? • Can they explain why someone in the past acted in the way they did?	
Assessment criteria for the year:	• Develop timelines to sequence and order • Make connections within time • Use a range of resources to research an enquiry about the life of a person from the past • Ask and answer some historical questions using sources • Choose and use the best sources to create accounts of historical people and events • Explain the causes and consequences of historical events	



Year	Module	
3	1	Focus: Comparing food hygiene over time
Vocabulary for the year:	Chronological vocabulary: BCE, BC, CE, AD, millennium, thousands of years, over the years, over many years, connection, contrast, trend, lasting, duration Historical enquiry: First-hand evidence, second-hand evidence, document, hieroglyphics, recorded Historical concepts: Effect, affect, impact Historical knowledge: Stone Age, Bronze Age, Iron, Neolithic, Palaeolithic, Mesolithic, Chronology, tribal, hunter-gatherers, Skara Brae, prehistory, nomad, pelt, beaker, smelting pharaoh, tomb, pyramid, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab, amulet, canopic jar, after-life, irrigation, sphinx, oasis, Rosetta Stone	
Objectives:	Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?	
Assessment criteria for the year:	- Use timelines for a specific time in history to set out the order of events - Beginning to use dates and historical terms to describe specific times in history - Use resources to research enquiries around a studied period of time - Use evidence to ask and answer historical questions - Identify and give reasons for different ways in which the past is represented - Begin to give possible reasons why events happened and why people acted as they did	



Year	Module	
3	2	Focus: How historians build knowledge about the past
Vocabulary for the year:	Chronological vocabulary: BCE, BC, CE, AD, millennium, thousands of years, over the years, over many years, connection, contrast, trend, lasting, duration Historical enquiry: First-hand evidence, second-hand evidence, document, hieroglyphics, recorded Historical concepts: Effect, affect, impact Historical knowledge: Stone Age, Bronze Age, Iron, Neolithic, Palaeolithic, Mesolithic, Chronology, tribal, hunter-gatherers, Skara Brae, prehistory, nomad, pelt, beaker, smelting pharaoh, tomb, pyramid, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab, amulet, canopic jar, after-life, irrigation, sphinx, oasis, Rosetta Stone	
Objectives:	Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?	
Assessment criteria for the year:	- Use timelines for a specific time in history to set out the order of events - Beginning to use dates and historical terms to describe specific times in history - Use resources to research enquiries around a studied period of time - Use evidence to ask and answer historical questions - Identify and give reasons for different ways in which the past is represented - Begin to give possible reasons why events happened and why people acted as they did	



Year	Module	
3	3	Focus: Historical impact of physical processes
Vocabulary for the year:	Chronological vocabulary: BCE, BC, CE, AD, millennium, thousands of years, over the years, over many years, connection, contrast, trend, lasting, duration Historical enquiry: First-hand evidence, second-hand evidence, document, hieroglyphics, recorded Historical concepts: Effect, affect, impact Historical knowledge: Stone Age, Bronze Age, Iron, Neolithic, Palaeolithic, Mesolithic, Chronology, tribal, hunter-gatherers, Skara Brae, prehistory, nomad, pelt, beaker, smelting pharaoh, tomb, pyramid, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab, amulet, canopic jar, after-life, irrigation, sphinx, oasis, Rosetta Stone	
Objectives:	• Can they describe events from the past using dates when things happened? • Can they research a specific event from the past?	
Assessment criteria for the year:	• Use timelines for a specific time in history to set out the order of events • Beginning to use dates and historical terms to describe specific times in history • Use resources to research enquiries around a studied period of time • Use evidence to ask and answer historical questions • Identify and give reasons for different ways in which the past is represented • Begin to give possible reasons why events happened and why people acted as they did	



Year	Module	
3	4	Focus: Stone Age to Iron Age
Vocabulary for the year:	Chronological vocabulary: BCE, BC, CE, AD, millennium, thousands of years, over the years, over many years, connection, contrast, trend, lasting, duration Historical enquiry: First-hand evidence, second-hand evidence, document, hieroglyphics, recorded Historical concepts: Effect, affect, impact Historical knowledge: Stone Age, Bronze Age, Iron, Neolithic, Palaeolithic, Mesolithic, Chronology, tribal, hunter-gatherers, Skara Brae, prehistory, nomad, pelt, beaker, smelting pharaoh, tomb, pyramid, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab, amulet, canopic jar, after-life, irrigation, sphinx, oasis, Rosetta Stone	
Objectives:	• Can they research two versions of an event and say how they differ? • Can they give more than one reason to support a historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? • Do they appreciate that tools and weapons will have changed by the developments and inventions that would have occurred within a given time period? • Can they place Stone Age within their timeline of history? • Can they use vocabulary to discuss chronology and time (BCE, CE, prehistoric, ...) • Can they order events in the studied period?	
Assessment criteria for the year:	• Use timelines for a specific time in history to set out the order of events • Beginning to use dates and historical terms to describe specific times in history • Use resources to research enquiries around a studied period of time • Use evidence to ask and answer historical questions • Identify and give reasons for different ways in which the past is represented • Begin to give possible reasons why events happened and why people acted as they did	



Year	Module	Focus: Changes over time - local study
3	5	
Vocabulary for the year:	Chronological vocabulary: BCE, BC, CE, AD, millennium, thousands of years, over the years, over many years, connection, contrast, trend, lasting, duration Historical enquiry: First-hand evidence, second-hand evidence, document, hieroglyphics, recorded Historical concepts: Effect, affect, impact Historical knowledge: Stone Age, Bronze Age, Iron, Neolithic, Palaeolithic, Mesolithic, Chronology, tribal, hunter-gatherers, Skara Brae, prehistory, nomad, pelt, beaker, smelting pharaoh, tomb, pyramid, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab, amulet, canopic jar, after-life, irrigation, sphinx, oasis, Rosetta Stone	
Objectives:	• Can they recognise that Britain has been invaded by several different groups over time? • Can they identify how Marden has changed over time, linking to key historical events?	
Assessment criteria for the year:	• Use timelines for a specific time in history to set out the order of events • Beginning to use dates and historical terms to describe specific times in history • Use resources to research enquiries around a studied period of time • Use evidence to ask and answer historical questions • Identify and give reasons for different ways in which the past is represented • Begin to give possible reasons why events happened and why people acted as they did	



Year	Module	Focus: Ancient Egypt
3	6	
Vocabulary for the year:	Chronological vocabulary: BCE, BC, CE, AD, millennium, thousands of years, over the years, over many years, connection, contrast, trend, lasting, duration Historical enquiry: First-hand evidence, second-hand evidence, document, hieroglyphics, recorded Historical concepts: Effect, affect, impact Historical knowledge: Stone Age, Bronze Age, Iron, Neolithic, Palaeolithic, Mesolithic, Chronology, tribal, hunter-gatherers, Skara Brae, prehistory, nomad, pelt, beaker, smelting pharaoh, tomb, pyramid, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab, amulet, canopic jar, after-life, irrigation, sphinx, oasis, Rosetta Stone	
Objectives:	• Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history?	
Assessment criteria for the year:	• Use timelines for a specific time in history to set out the order of events • Beginning to use dates and historical terms to describe specific times in history • Use resources to research enquiries around a studied period of time • Use evidence to ask and answer historical questions • Identify and give reasons for different ways in which the past is represented • Begin to give possible reasons why events happened and why people acted as they did	



Year	Module	
4	1	Focus: Exploring the diet differences between rich and poor
Vocabulary for the year:	Chronological vocabulary: Two thousand years, many hundreds of years, legacy, key events Historical enquiry: Primary source, secondary source, reliable Historical concepts: Legacy, suggest, impact, I can infer that..., my conclusion is that... Historical knowledge: Centurion, emperor, aqueduct, gladiator, Londonium, Britannia, Romanisation, Hadrian's Wall, Colosseum, fortress, mosaic, republic, chariot, Pantheon, tunic, philosophy, Athenians, Spartans, democracy, Olympics, truce, temple, Acropolis, Parthenon, marathon, citizen, alphabet, tragedy, mythology, column	
Objectives:	- Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? - Do they recognise that the lives of wealthy people were very different from those of poor people?	
Assessment criteria for the year:	- Use timelines more accurately for a specific time in history to set out the order of events - Use dates and more complex historical terms to describe specific times in history - Use a range of suitable sources for an enquiry to research a studied period of time - Answer historical questions more accurately and present their findings - Begin to evaluate the usefulness of different sources - Interpret sources to give possible reasons why events happened and why people acted as they did - Understand and use key vocabulary: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade	



Year	Module	Focus: Historical Events and Artefacts - The Titanic
4	2	
Vocabulary for the year:	Chronological vocabulary: Two thousand years, many hundreds of years, legacy, key events Historical enquiry: Primary source, secondary source, reliable Historical concepts: Legacy, suggest, impact, I can infer that..., my conclusion is that.. Historical knowledge: Centurion, emperor, aqueduct, gladiator, Londonium, Britannia, Romanisation, Hadrian's Wall, Colosseum, fortress, mosaic, republic, chariot, Pantheon, tunic, philosophy, Athenians, Spartans, democracy, Olympics, truce, temple, Acropolis, Parthenon, marathon, citizen, alphabet, tragedy, mythology, column	
Objectives:	• Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades?	
Assessment criteria for the year:	• Use timelines more accurately for a specific time in history to set out the order of events • Use dates and more complex historical terms to describe specific times in history • Use a range of suitable sources for an enquiry to research a studied period of time • Answer historical questions more accurately and present their findings • Begin to evaluate the usefulness of different sources • Interpret sources to give possible reasons why events happened and why people acted as they did • Understand and use key vocabulary: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade	



Year	Module	
4	3	Focus: Local history - Railway Children, Hop Picking
Vocabulary for the year:	Chronological vocabulary: Two thousand years, many hundreds of years, legacy, key events Historical enquiry: Primary source, secondary source, reliable Historical concepts: Legacy, suggest, impact, I can infer that..., my conclusion is that... Historical knowledge: Centurion, emperor, aqueduct, gladiator, Londonium, Britannia, Romanisation, Hadrian's Wall, Colosseum, fortress, mosaic, republic, chariot, Pantheon, tunic, philosophy, Athenians, Spartans, democracy, Olympics, truce, temple, Acropolis, Parthenon, marathon, citizen, alphabet, tragedy, mythology, column	
Objectives:	Do they recognise that the lives of wealthy people were very different from those of poor people?	
Assessment criteria for the year:	- Use timelines more accurately for a specific time in history to set out the order of events - Use dates and more complex historical terms to describe specific times in history - Use a range of suitable sources for an enquiry to research a studied period of time - Answer historical questions more accurately and present their findings - Begin to evaluate the usefulness of different sources - Interpret sources to give possible reasons why events happened and why people acted as they did - Understand and use key vocabulary: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade	



Year	Module	
4	4	Focus: Ancient Greece
Vocabulary for the year:	Chronological vocabulary: Two thousand years, many hundreds of years, legacy, key events Historical enquiry: Primary source, secondary source, reliable Historical concepts: Legacy, suggest, impact, I can infer that..., my conclusion is that... Historical knowledge: Centurion, emperor, aqueduct, gladiator, Londonium, Britannia, Romanisation, Hadrian's Wall, Colosseum, fortress, mosaic, republic, chariot, Pantheon, tunic, philosophy, Athenians, Spartans, democracy, Olympics, truce, temple, Acropolis, Parthenon, marathon, citizen, alphabet, tragedy, mythology, column	
Objectives:	• Can they research two versions of an event and say how they differ? • Can they give more than one reason to support a historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? • Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? • Can they begin to build up a picture of what main events happened in Britain?	
Assessment criteria for the year:	• Use timelines more accurately for a specific time in history to set out the order of events • Use dates and more complex historical terms to describe specific times in history • Use a range of suitable sources for an enquiry to research a studied period of time • Answer historical questions more accurately and present their findings • Begin to evaluate the usefulness of different sources • Interpret sources to give possible reasons why events happened and why people acted as they did • Understand and use key vocabulary: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade	



Year	Module	Focus: Roman Empire and Impact
4	5	
Vocabulary for the year:	Chronological vocabulary: Two thousand years, many hundreds of years, legacy, key events Historical enquiry: Primary source, secondary source, reliable Historical concepts: Legacy, suggest, impact, I can infer that..., my conclusion is that.. Historical knowledge: Centurion, emperor, aqueduct, gladiator, Londonium, Britannia, Romanisation, Hadrian's Wall, Colosseum, fortress, mosaic, republic, chariot, Pantheon, tunic, philosophy, Athenians, Spartans, democracy, Olympics, truce, temple, Acropolis, Parthenon, marathon, citizen, alphabet, tragedy, mythology, column	
Objectives:	• Can they explain how events from the past have helped shape our lives? • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?	
Knowledge Pathway:	• History Progression • History Knowledge Pathway	
Assessment criteria for the year:	• Use timelines more accurately for a specific time in history to set out the order of events • Use dates and more complex historical terms to describe specific times in history • Use a range of suitable sources for an enquiry to research a studied period of time • Answer historical questions more accurately and present their findings • Begin to evaluate the usefulness of different sources • Interpret sources to give possible reasons why events happened and why people acted as they did • Understand and use key vocabulary: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade	



Year	Module	
4	6	Focus: Beyond 1066 (the legacy of Greek or Roman culture (e.g. art, architecture or literature) on later periods in British history, including the present day)
Vocabulary for the year:	Chronological vocabulary: Two thousand years, many hundreds of years, legacy, key events Historical enquiry: Primary source, secondary source, reliable Historical concepts: Legacy, suggest, impact, I can infer that..., my conclusion is that... Historical knowledge: Centurion, emperor, aqueduct, gladiator, Londonium, Britannia, Romanisation, Hadrian's Wall, Colosseum, fortress, mosaic, republic, chariot, Pantheon, tunic, philosophy, Athenians, Spartans, democracy, Olympics, truce, temple, Acropolis, Parthenon, marathon, citizen, alphabet, tragedy, mythology, column	
Objectives:	• Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multimedia skills when doing so?	
Assessment criteria for the year:	• Use timelines more accurately for a specific time in history to set out the order of events • Use dates and more complex historical terms to describe specific times in history • Use a range of suitable sources for an enquiry to research a studied period of time • Answer historical questions more accurately and present their findings • Begin to evaluate the usefulness of different sources • Interpret sources to give possible reasons why events happened and why people acted as they did • Understand and use key vocabulary: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade	



Year	Module	Focus: Significant Events in Syria
5	1	
Vocabulary for the year:	Chronological vocabulary: Sequence Historical enquiry: The source suggests that..., significant Historical concepts: Impression, consequence, cause, reliable Historical knowledge: Raid, settlers, resistance, invaders, long ships, Danegeld, Christianity, Landesfarne, monasteries, monks, illuminated writing, democracy, vote	
Objectives:	• Do they appreciate that significant events in recent history have helped shape the world we have today? • Can they describe recent historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Can they use dates and historical language in their work? • Do they appreciate how historical artefacts have helped us understand more about lives in the present and past?	
Assessment criteria for the year:	• Place features of historical events and people in a chronological framework • Beginning to show the concepts of continuity and change over time • Make evidence choices to support historical enquiry and arguments • Devise historical questions and test out a hypothesis to answer questions • Carefully consider and select the best/most reliable information and evidence to use • Becoming more aware of the concept of propaganda • Understand and use key vocabulary: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade	



Year	Module	Focus: Mayan Civilisation c.AD900
5	2	
Vocabulary for the year:	Chronological vocabulary: Sequence Historical enquiry: The source suggests that..., significant Historical concepts: Impression, consequence, cause, reliable Historical knowledge: Raid, settlers, resistance, invaders, long ships, Danegeld, Christianity, Landesfarne, monasteries, monks, illuminated writing, democracy, vote	
Objectives:	• Do they appreciate that significant events in recent history have helped shape the world we have today? • Can they describe recent historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Can they use dates and historical language in their work? • Do they appreciate how historical artefacts have helped us understand more about lives in the present and past?	
Assessment criteria for the year:	• Place features of historical events and people in a chronological framework • Beginning to show the concepts of continuity and change over time • Make evidence choices to support historical enquiry and arguments • Devise historical questions and test out a hypothesis to answer questions • Carefully consider and select the best/most reliable information and evidence to use • Becoming more aware of the concept of propaganda • Understand and use key vocabulary: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade	



Year	Module	
5	3	Focus: The understanding/advancement of space in different time periods
Vocabulary for the year:	Chronological vocabulary: Sequence Historical enquiry: The source suggests that..., significant Historical concepts: Impression, consequence, cause, reliable Historical knowledge: Raid, settlers, resistance, invaders, long ships, Danegeld, Christianity, Landesfarne, monasteries, monks, illuminated writing, democracy, vote	
Objectives:	• Do they appreciate that significant events in recent history have helped shape the world we have today? • Can they describe recent historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Can they use dates and historical language in their work? • Do they appreciate how historical artefacts have helped us understand more about lives in the present and past?	
Assessment criteria for the year:	• Place features of historical events and people in a chronological framework • Beginning to show the concepts of continuity and change over time • Make evidence choices to support historical enquiry and arguments • Devise historical questions and test out a hypothesis to answer questions • Carefully consider and select the best/most reliable information and evidence to use • Becoming more aware of the concept of propaganda • Understand and use key vocabulary: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade	



Year	Module	Focus: Anglo-Saxons, Vikings and Scots
5	4	
Vocabulary for the year:	Chronological vocabulary: Sequence Historical enquiry: The source suggests that..., significant Historical concepts: Impression, consequence, cause, reliable Historical knowledge: Raid, settlers, resistance, invaders, long ships, Danegeld, Christianity, Landesfarne, monasteries, monks, illuminated writing, democracy, vote	
Objectives:	• Can they use their mathematical skills to work out exact time scales and differences as need be? • Can they create timelines which outline the development of specific features, such as medicine, weaponry, transport, etc. • Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?	
Assessment criteria for the year:	• Place features of historical events and people in a chronological framework • Beginning to show the concepts of continuity and change over time • Make evidence choices to support historical enquiry and arguments • Devise historical questions and test out a hypothesis to answer questions • Carefully consider and select the best/most reliable information and evidence to use • Becoming more aware of the concept of propaganda • Understand and use key vocabulary: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade	



Year	Module	Focus: Anglo-Saxons, Vikings and Scots
5	5	
Vocabulary for the year:	Chronological vocabulary: Sequence Historical enquiry: The source suggests that..., significant Historical concepts: Impression, consequence, cause, reliable Historical knowledge: Raid, settlers, resistance, invaders, long ships, Danegeld, Christianity, Landesfarne, monasteries, monks, illuminated writing, democracy, vote	
Objectives:	- Do they appreciate how major events have created huge differences in the way medicines and health care were developed? - Can they test out a hypothesis in order to answer a question?	
Assessment criteria for the year:	- Place features of historical events and people in a chronological framework - Beginning to show the concepts of continuity and change over time - Make evidence choices to support historical enquiry and arguments - Devise historical questions and test out a hypothesis to answer questions - Carefully consider and select the best/most reliable information and evidence to use - Becoming more aware of the concept of propaganda - Understand and use key vocabulary: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade	



Year	Module	
5	6	Focus: Events Beyond Living Memory: WW1
Vocabulary for the year:	Chronological vocabulary: Sequence Historical enquiry: The source suggests that..., significant Historical concepts: Impression, consequence, cause, reliable Historical knowledge: Raid, settlers, resistance, invaders, long ships, Danegeld, Christianity, Landesfarne, monasteries, monks, illuminated writing, democracy, vote	
Objectives:	Do they have a good understanding as to how crime and punishment has changed over the years?	
Assessment criteria for the year:	- Place features of historical events and people in a chronological framework - Beginning to show the concepts of continuity and change over time - Make evidence choices to support historical enquiry and arguments - Devise historical questions and test out a hypothesis to answer questions - Carefully consider and select the best/most reliable information and evidence to use - Becoming more aware of the concept of propaganda - Understand and use key vocabulary: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade	



Year	Module	Focus: Historical Sources and Viewpoints
6	1	
Vocabulary for the year:	Chronological vocabulary: Historical enquiry: This source doesn't suggest that..., eye witness, biased, motive, significant, different experiences Historical concepts: Historical knowledge: 20th century, WW1, WW2, blitz, home front, make do and mend, evacuate, evacuees, morale, propaganda, Winston Churchill, Adolf Hitler, allies, axis powers, Windrush generation, emigrate, immigrant, immigration	
Objectives:	• Can they say where a period of history fits on a timeline? • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they identify and explain their understanding of propaganda?	
Assessment criteria for the year:	• Link and place features of historical events and people in a chronological framework • Represent and explain the concepts of continuity and change over time • Give reasons to support historical arguments • Devise and answer historical questions about change, cause, similarities and differences • Give reasons for the information and evidence chosen • Use an awareness of the concept of propaganda to compare behaviour with other times in history • Understand and use key vocabulary: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade	



Year	Module	Focus: Architecture Through Time
6	2	
Vocabulary for the year:	Chronological vocabulary: Historical enquiry: This source doesn't suggest that..., eye witness, biased, motive, significant, different experiences Historical concepts: Historical knowledge: 20th century, WW1, WW2, blitz, home front, make do and mend, evacuate, evacuees, morale, propaganda, Winston Churchill, Adolf Hitler, allies, axis powers, Windrush generation, emigrate, immigrant, immigration	
Objectives:	Can they place a specific event on a timeline by decade (learning about changes in buildings over time, changes in architecture)?	
Assessment criteria for the year:	- Link and place features of historical events and people in a chronological framework - Represent and explain the concepts of continuity and change over time - Give reasons to support historical arguments - Devise and answer historical questions about change, cause, similarities and differences - Give reasons for the information and evidence chosen - Use an awareness of the concept of propaganda to compare behaviour with other times in history - Understand and use key vocabulary: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade	



Year	Module	
6	3	Focus: Britain's role in global changes
Vocabulary for the year:	Chronological vocabulary: Historical enquiry: This source doesn't suggest that..., eye witness, biased, motive, significant, different experiences Historical concepts: Historical knowledge: 20th century, WW1, WW2, blitz, home front, make do and mend, evacuate, evacuees, morale, propaganda, Winston Churchill, Adolf Hitler, allies, axis powers, Windrush generation, emigrate, immigrant, immigration	
Objectives:	• Can they summarise how Britain has had a major influence on world history?	
Assessment criteria for the year:	• Link and place features of historical events and people in a chronological framework • Represent and explain the concepts of continuity and change over time • Give reasons to support historical arguments • Devise and answer historical questions about change, cause, similarities and differences • Give reasons for the information and evidence chosen • Use an awareness of the concept of propaganda to compare behaviour with other times in history • Understand and use key vocabulary: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade	



Year	Module	Focus: Exploration
6	4	
Vocabulary for the year:	Chronological vocabulary: Historical enquiry: This source doesn't suggest that..., eye witness, biased, motive, significant, different experiences Historical concepts: Historical knowledge: 20th century, WW1, WW2, blitz, home front, make do and mend, evacuate, evacuees, morale, propaganda, Winston Churchill, Adolf Hitler, allies, axis powers, Windrush generation, emigrate, immigrant, immigration	
Objectives:	• Can they place features of historical events and people from past societies and periods in a chronological framework? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Can they describe features of historical events and people from past societies and periods they have studied? • Can they describe a key event from Britain's past using a range of evidence from different sources?	
Assessment criteria for the year:	• Link and place features of historical events and people in a chronological framework • Represent and explain the concepts of continuity and change over time • Give reasons to support historical arguments • Devise and answer historical questions about change, cause, similarities and differences • Give reasons for the information and evidence chosen • Use an awareness of the concept of propaganda to compare behaviour with other times in history • Understand and use key vocabulary: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade	



Year	Module	Focus: A Significant Turning Point: World War Two
6	5	
Vocabulary for the year:	Chronological vocabulary: Historical enquiry: This source doesn't suggest that..., eye witness, biased, motive, significant, different experiences Historical concepts: Historical knowledge: 20th century, WW1, WW2, blitz, home front, make do and mend, evacuate, evacuees, morale, propaganda, Winston Churchill, Adolf Hitler, allies, axis powers, Windrush generation, emigrate, immigrant, immigration	
Objectives:	• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?	
Assessment criteria for the year:	• Link and place features of historical events and people in a chronological framework • Represent and explain the concepts of continuity and change over time • Give reasons to support historical arguments • Devise and answer historical questions about change, cause, similarities and differences • Give reasons for the information and evidence chosen • Use an awareness of the concept of propaganda to compare behaviour with other times in history • Understand and use key vocabulary: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade	