

Module	Year	Sub module	Objective	Working Deeper			
Changes Within Living Memory	1	Chronological knowledge and understanding	Can sequence 2 events or objects in chronological order drawing pictures and use language (e.g. before/after, today/yesterday, first/next, morning, afternoon, evening, tomorrow)	1			
	1		Recognise and use language relating to dates, including days of the week, weeks, months and years	1			
	1		Make a simple zig zag timeline to show when I was born, 1, 2, 3, 4, now	1			
	1		Can explain how they have changed since birth	1			
	1		Make a timeline of a year using names of the months and/or seasons. Put pictures of all the important events on such as their birthday, Christmas, Easter, Holidays, Harvest, etc.	1			
	1		Make a simple timeline showing photographs and pictures of the order of when family members were born	1			
	1		Chronological knowledge and understanding	Maths link - Sequence events in chronological order using language	WD		
	1		Maths link - Recognise and use language relating to dates, including days of the week, weeks, months and years	WD			
	1		Maths link - Compare and describe lengths and heights (e.g. longer/shorter) mass/weight (e.g. heavier/lighter than) time (e.g. quicker, slower, earlier, later)	WD			
	1		Science Link - Seasonal changes	WD			
	1	Enquiry and interpretation-using evidence and sources of information	Start to ask and answer questions, choosing and using parts of stories and other sources (photographs) to show that they know and understand key features of events (in own or family's life)	1			
	1		Start to ask own questions, to find out about the past e.g. ask parents/grandparents what life was like when they were 5 years old	1			
	1		Begin to understand that personal accounts may differ (e.g. 1 grandparent may have a different story to another)	1			
	1		Identify one way we can find out about history e.g. interviews, pictures, objects, museums, etc.	1			
	1	Enquiry and interpretation - using evidence and sources of information	Asks deeper questions which lead to finding out about changes in detail	WD			
	1		Can answer questions, using parts of stories and other sources (such as artefacts, photographs, film, non-fiction books, personal accounts) to show that they know and understand key events or changes	WD			
	1	Communication using historical terms etc.	Talk about events from own history using words showing passing of time	1			
	1		Uses words relating to passing of time or vocabulary of everyday terms e.g. then, now, long ago, old, new, etc.	1			
	1		Can tell you about similarities and differences in life for them/ their parents/older family members orally, or in drawings, etc.	1			
	1	Communication using historical terms etc.	Can explain orally how a change affected life e.g. no plastic so equipment/toys made of wood/metal, no refrigerators in great grandparent's childhood so had to shop every day	WD			
	1	Concepts	Start to develop an awareness of the past and know that some things happen in the past	1			
	1		Can talk about changes, listing a causes and consequence drawing on what they already know from their family, or on background information provided by the teacher	1			
1	Concepts	Can explain change in national life, showing understanding of concepts such as change, cause and consequence, similarity and difference	WD				
Significant Historical Events, People and Places in the Locality	1	Chronological knowledge and understanding	Can put a few significant local historical events, people and places events in order on a timeline	1			
	1		Maths: Should know where the people and events they study fit within a chronological framework	WD			
	1	Enquiry and interpretation - using evidence and sources of information	Explore local museums/sites/old maps to extend the range of sources used to find out about the locality in the past	1			
	1		Can Interview visitors/museum staff asking perceptive questions about the famous people, events and places in the area	1			
	1		Consider the opinions of others	1			
	1		Identify "old" places and buildings around them on a local walk	1			
	1		Understands personal accounts may vary, if presented from a different point of view	WD			
	1	Communication using historical terms etc.	Design an information plaque/statue for the most significant event/person/ place in local area to inform others	1			
	1		Write a guide book of significant people, events and places in own locality using a wide vocabulary of everyday historical terms	1			
	1		Write structured reports on places I know using a range of historical terms	WD			
1	Concepts	Can explain, use and understand the term "significance"	1				
1		Able to decide what is a significant event or place in the area from a list	1				

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	1		Shows understanding of historical concepts such as significance, continuity and change, cause and consequence, similarity, difference and significance when writing	WD			
	1		Can suggest own choices of significant local events, people or places	WD			
Events Beyond Living Memory	2	Chronological knowledge and understanding	Can put a few objects/ events in order from over 100 years ago on a simple timeline	1			
	2		Add notes/ pictures on timeline to show how life was at different times	1			
	2		Understand importance of events, why dates are remembered. Maths: Solve problems in context using place value e.g. timelines, duration of events etc.	WD			
	2	Enquiry and interpretation - using evidence and sources of information	Know the story of events can be explored through pictures, maps, museum visits, artefacts and firsthand accounts (diaries)	1			
	2		Choose and use parts of stories and other sources to show they know and understand key features of events.	1			
	2		Give more than one cause of an event and reasons why people acted as they did	1			
	2		Begin to ask perceptive questions as they want to find out more about an event	1			
	2		Make selective choices from sources of information to find evidence	WD			
	2		Make own judgements e.g. Who was to blame? Who were the heroes?	WD			
	2		Begin to understand methods of historical enquiry, e.g. how evidence is used, how and why contrasting arguments and interpretations of the past have been constructed (e.g. why stories may show different viewpoints)	WD			
	2	Communication using historical terms, etc	Record the sequence of events in pictures/words	1			
	2		Use drama/role-play to show events and improve writing by ordering ideas through playing roles and improvising in scenes	1			
	2		Write a report using historical terms and vocabulary, on the sequence of events and draw conclusions using information they have discovered	1			
	2		English: Can discuss sequence of events and how items of information are related	WD			
	2		Can record cause and effect in both narrative and nonfiction (what has prompted a character's behaviour)	WD			
	2		Can write about real events and the experiences of others (real and fictional)	WD			
	2		Geography: Link, significant people and events to the places of the UK	WD			
	2	Concepts	Identify similarities and differences between ways of life in different periods	1			
	2		Can begin to identify cause and effect	WD			
Lives of Significant Individuals	2	Chronological knowledge and understanding	Study different people at different times to find out how they lived and travelled	1			
	2		Make a timeline showing different people	1			
	2		Use information gained from information sources (stories, maps, film, pictures/ photographs, personal accounts etc) to annotate and illustrate the timeline	1			
	2		Know where the people/events fit within a chronological framework	1			
	2		Maths Link: maths problems in context involving place value – e.g. timelines, duration of events, etc	WD			
	2	Enquiry and interpretation – using evidence and sources of information	Sort/match pictures of significant people with clothes, food, transport of the time	1			
	2		Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of their lives and events	1			
	2		Explain some of the ways we find out about the past may contain different viewpoints and representations (e.g. Some may think the person is a hero whilst others see character flaws)	WD			
	2		Understand how to interpret different sources	WD			
	2	Communication using historical terms, etc.	Make fact files on how life was different for the 2 people e.g. how did they travel, food, clothes, homes, etc.	1			
	2		Write a diary as one person, using a range of information	1			
	2	Concepts	Identify similarities and differences between ways of life in different periods	1			
	2		Make a judgement on the significance of each person studied.	WD			
History of the UK - Chronology	3	Chronological knowledge and understanding establishing clear narratives within and across the periods they study	Can understand that the past is divided into different named periods of time using some dates, using appropriate dates/chronological conventions eg. BC/BCE & AD/CE. (Before Common Era/ Common Era)	1			
	3		Produce an ongoing timeline of the period being studied, showing main events and changes across the period studied.	1			
	3		Complete a grid to record changes across the time.	1			

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	3		Maths link - construct a timeline using understanding of scale and place value, which they add to as they go through the unit of study so they use and apply Maths skills and see the cause and consequence of historical developments	WD			
	3	Concepts	Frame historically valid questions about change, cause, similarity and difference to understand complexity of people's lives and the process of change.	1			
	3		Recognise that change occurred due to intelligence, inventiveness and human resolve to overcome difficulties of life at the time	1			
	3	Enquiry and interpretation - using evidence and sources of information	Make careful observations of artefacts (or photographs) to find out about the period.	1			
	3		Ask perceptive questions and suggest how artefacts were made or used and life at the time.	1			
	3		Understand how our knowledge of the past is constructed from a range of sources. ("Prehistory" means the period of time before written records)	1			
	3		Understand archaeological evidence is used to make historical claims and contrasting arguments and interpretations of the past are constructed and new ideas on prehistory continue to develop as new finds are discovered.	WD			
	3	Questioning, communication using historical terms, etc.	Retrieve and record information from nonfiction to answer own increasingly perceptive questions	1			
	3		Construct informed reports with thoughtful selection and organisation of relevant historical information	1			
History of the world - Earliest Civilizations	3	Chronological knowledge and understanding	Research when each of these civilisations started	1			
	3		Begin to add dates onto a simple timeline	1			
	3		Begin to make comparisons between 4 ancient civilisations and develop a chronologically secure knowledge and understanding, establishing clear narratives within and across the periods they study	1			
	3		Compare the achievements of the world civilisations with what was happening in Britain at the same time	1			
	3		Use the depth study to further investigate 1 civilisation, understanding the similarities with the other 3	1			
	3		Maths: using place value and negative numbers in the context of timelines	WD			
	3		Explore how Britain has influenced and been influenced by the wider world	WD			
	3	Enquiry and interpretation – using evidence and sources of information	Explore things which early civilisations had in common e.g. river location, development of writing and number systems	1			
	3		Explain how discoveries were made about the civilisations, which help us to learn more about them	1			
	3		Justify which is the most important achievement and invention of each civilisation orally	1			
	3		Geography: Use maps to locate the rivers and sites of the first civilisations. List the advantages of a city growing on the banks of a river	WD			
	3		Justify which was the most influential civilisation overall	WD			
	3		English: Uses simple organisational devices for example, headings and subheadings in non-narrative material	WD			
	3	Concepts	Show understanding of the word "civilisation" in talk	1			
	3		Develop awareness of change, cause, similarity and difference, and significance	1			
	3	Questioning, communication using historical terms, etc.	Show curiosity by asking own questions	1			
	3		Present recalled or selected information in a variety of ways using specialist terms	1			
	3		Raise own historically valid questions about change, cause, similarity and significance between ancient civilisations and answer independently	WD			
History of the world - Empires	4	Enquiry and interpretation – using evidence and sources of information	Can record what they already know about the period	1			
	4		Explore, using a range of sources, the significance of the growth of the Empire and influence on life today	1			
	4		Explain what life was like for different groups of society, the diversity and relationships between different groups	1			
	4		Geography: Notice using online maps the spread of the Empire over time and links with other countries for trade	WD			
	4		English link: retrieve and record information from non-fiction	WD			

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	4	Chronological knowledge and understanding	Place the start and end of the period on a timeline, along with the periods studied in Y3	1				
	4		Continue to annotate timeline throughout the study as they discover more about the time, noting connections	1				
	4		Understand how this period built on what had gone before in History and further influenced the world	WD				
	4		Maths link: count backwards through zero to include negative numbers	WD				
	4		English link: apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1 to understand the meaning of new words they meet. Understanding the relationships between words to help with spelling. Examples: bicycle is cycle (from the Greek for wheel) with bi- (meaning 'two') before it	WD				
	4		Spoken English link: articulate and justify answers, arguments and opinions	WD				
	4		Questioning, communication using historical terms, etc.	Start a list of questions of what they want to find out	1			
	4			Ask further, progressively more historically valid questions as they discover more about the time	1			
	4			Describe the significance and influences of ideas from the period, which still exist today	1			
	4			Select and justify why a particular achievement from the period was the greatest influence on the western world	1			
	4	Construct informed responses that involve thoughtful selection and organisation of relevant historical information using terms such as 'empire', 'civilisation' and 'democracy'		1				
		4	Concepts	Devise historically valid questions about change, cause, similarity and difference, and significance	1			
		4		Can make a few connections and contrasts e.g. change, cause, similarity, difference and significance	1			
		4		I can give a few reasons for and the results of the main events and changes of a time studied and the significance for today in extended	WD			
History of the UK - Impact	4	Chronological knowledge and understanding	Understand that empires grow over time	1				
	4		Note connections, contrasts, trends over time (e.g. Roman Empire began 800 years before it reached Britain)	1				
	4		Use and interpret online maps and time-lines	1				
	4			1				
	4		Record increasing knowledge about the effect of this group on Europe, Britain and the local area, building on existing developments.	WD				
	4		Can give a range of similarities/ differences between different times in the past in the periods covered so far	WD				
	4		Maths : Add information to timeline throughout the study, adding dates of key events in the correct place as facts are discovered from personal research	WD				
	4		Recognise the place value of each digit in a four-digit number when using the timeline to present day	WD				
	4		Enquiry and interpretation - using evidence and sources of information	Understand how our knowledge of the past is constructed from a range of sources	1			
	4			Handle and use artefacts from the time as a source of evidence. Explain how useful they are for information	1			
	4	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed		1				
	4	I can describe how the past can be represented or interpreted in a few different ways e.g. different views from different members of society on invaders		1				
4		Maths: Estimate and measure the weight, length, perimeter of an artefact .	WD					
4		Find the area of rectilinear shapes by counting squares (e.g. explore mosaics)	WD					
4		Draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry (mosaics)	WD					

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	4		Y4 N.C: Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. (Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers)	WD			
	4	Questioning, communication using historical terms, etc	Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement e.g. debate and consider the impact on Britain	1			
	4		Compare the areas of different Empires. Draw conclusions about the comparative power and influence	1			
	4		Show a developing historical perspective by placing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history	1			
	4		Present recalled or selected information in a variety of ways using specialist terms	WD			
	4	Concepts	Explain change, cause, impact and significance in writing	1			
History of the UK - Settlement & Struggles	5	Chronological knowledge and understanding	Independently construct a timeline, showing the history of invasions and settlement of Europeans in Britain from the Romans until 1066	1			
	5		Place significant events on the timeline as they discover these throughout the study as an ongoing activity	1			
	5		Recognise the subsequent consequence of significant events on settlements and life in Britain	1			
	5		Understand how Britain has been influenced by the wider world by different settlers – some of whom existed in Britain at the same time, fighting over which parts of Britain they could claim for themselves and efforts to control land and people	1			
	5		Establishing clear narratives within and across the periods they study e.g. Note contrasts with the non-European study c900 later	WD			
	5		Maths: Apply knowledge of place value to construct an accurately scaled timeline. Add other significant dates into the correct place on the timeline	WD			
	5	Enquiry and interpretation - using evidence and sources of information	Rigorously use a range of sources, including artefacts, written resources (e.g. manuscripts and stories from the time) to build understanding of what life was like & influence on art, culture, law, settlements and religion	1			
	5		Understand how laws and justice systems introduced at the time were designed to exert control over different elements of society and other invaders	1			
	5		When using evidence, show understanding that there may be bias and different viewpoints	1			
	5		Understand that recent discoveries raised new evidence to challenge and aid further knowledge about the time	1			
	5		Understand migration is not new: there is a continuing history of people moving to Britain and this has impacted on their own identity	WD			
	5		Begin to understand human nature when studying achievements and follies of mankind during a period	WD			
	5		Geography: Conduct an enquiry into place names to inform which invaders settled in which regions, mapping on a blank map	WD			
	5	Frame historically valid questions, etc.	I can use key historical terms in a variety of structured, informed, extended written responses or descriptions of the main features of past societies/ periods	1			
		5		Show increased ability to work as an Historian by asking historically valid questions and by thinking critically, weighing evidence, sifting arguments in order to develop their own perspective and judgement about life at the time.	WD		
	5	Concepts	Understand the cause and consequence of events.	1			
	5		Make connections, draw contrasts and analyse trends.	WD			
History of the World - Contrasting Non-European Society c900	5	Chronological knowledge and understanding	Can independently construct and add to an ongoing timeline to make comparisons between 2 societies at the same time	1			
	5		Can compare another civilisation which existed in the world at the same time as the Anglo-Saxon and Viking struggle was going on in Britain at around 900 A.D.	1			

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	5		Demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they have studied	1			
	5		Can elaborate in detail, contrasts between Britain at a given time with what was occurring elsewhere in the world at the same time	WD			
	5		Recognise that a non-European civilisation could be more advanced than Britain at the same time and influenced life now such as in astronomy, travel, trade, medicine, education etc.	WD			
	5	Enquiry and interpretation – using evidence and sources of information	Demonstrate more independently the methods of historical enquiry and, by asking perceptive questions, thinking critically, weighing evidence, sifting arguments and developing perspective and judgement	1			
	5		Use available evidence selectively to answer own, raised questions about a distant past society	1			
	5		Draw conclusions on the complexity of life at the time, changes and relationships between groups	1			
	5		Know how Britain was influenced by the wider world	1			
	5		Analyse why a group were more sophisticated or advanced in terms of inventions, life style, law etc.	WD			
	5		Show they are able to challenge any misconceptions they may hold about other non-European societies	WD			
	5	Frame historically-valid questions and create own structured accounts, including written narratives and analyses, using historical terms	Conduct their personal, own question-led research into features of a non-European society	1			
	5		Use and understand the meaning of the term civilisation	1			
	5		Give reasons why some civilisations grew in power, but may have later declined or even disappeared	1			
	5		Demonstrate in structured extended writing, greater historical perspective by placing growing knowledge into different contexts, showing understanding of the connections between local, regional, national and international history and cultural, economic, military, political, religious and social history	WD			
	5	Concepts	Understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups and significance of that time	1			
History of the UK - Beyond1066	6	Chronological knowledge and understanding	Can draw a timeline to scale independently, to show where the study over a wide arc of time fits into the wider story of British History, records events, changes, causes and consequences on the timeline independently	1			
	6		Can note connections, contrasts and trends over time	1			
	6		Adds detail to the timeline during the ongoing studies to show how people's lives changed in the aspect studied	1			
	6		Demonstrates coherent, chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they studied in KS2	1			
	6		Show a historical & chronological perspective by placing knowledge into context, showing connections between national and international history and between cultural, economic, military, political, religious and social history in short- and long-term timescales	WD			
	6	Enquiry and interpretation – using evidence and sources of information	Answers a whole class enquiry question, drawing on a range of historical sources and different interpretations of information	1			
	6		Uses evidence rigorously to make historical claims and can discern how and why contrasting arguments and interpretations of the past have been constructed	1			
	6		Can follow the cycle of Historical Enquiry independently by stating what they already know, want to know as a starting point, finding the most relevant question to investigate, think how to find out, analyse and present the information, check misconceptions, share knowledge and new questions	1			
	6		Demonstrates maturity when sifting through arguments, making their own judgments and conclusions	1			
	6		Shows independence and the ability to make discerning choices of which sources or pieces of information to use when researching own questions	WD			
	6	Frame historically valid questions and create own structured accounts, including written narratives and analyses, using historical terms	Devise increasingly historically valid, perceptive questions about change, cause and significance during the study	1			
	6		English: Opportunities to write for a range of real purposes/audiences as part of work across the curriculum...purposes and audiences should underpin decisions about the form the writing should take, such as a narrative, an explanation or a description	WD			
	6	Concepts	Notes effects of changes, causes and consequence for all sections of society and impact on their own life and identity	1			

