

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
	 HoH History Curriculum Document	 HoH History Curriculum Document	 HoH History Curriculum Document	 HoH History Curriculum Document	 HoH History Curriculum Document	 HoH History Curriculum Document
	Year R - History	Year R - History	Year R - History	Year R - History	Year R - History	Year R - History
<b>Focus</b>	What and who makes a family.	Celebrations	Storytelling - Traditional Tales	Life cycles - Humans, Plants & Animals	Transport Past and Present	Moving on / Transition to Year 1
<b>Knowledge</b>	Begin to make sense of their own life-story and family's history. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Talk about the lives of the people around them and their roles in society.	I can talk about celebrations I have experienced in my life	I can comment on images of familiar situations in the past in stories.	I understand the key features of the life cycle of a plant. I understand the key features of the life cycle of an animal. I understand the key features of the life cycle of a human. I can talk about how I have grown and changed. I can order my life cycle. I understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	- I can identify a variety of transport forms and their key features. - I know how different forms of transport have changed over time and discuss what caused them to change. - I can compare and identify similarities of old and new forms of transport. - I can predict what different forms of transport will be like in the future.	To talk about how they have changed over their reception year. To talk about and reflect on the past by looking back over pictures.
<b>Application</b>	<b>Chronological Understanding</b> Study pictures, stories, artefacts and accounts of familiar situations from the past and be able to talk about them. See how they are different in the past. Begin to organise events using basic chronology, recognise that things happened before or after they were born.  <b>Historical Inquiry</b> Begin to develop an understanding of the past and present through studying texts and images. Discussing what is happening and why.  <b>Historical Interpretation</b> Understand and talk about differences and similarities they see in the changes over time.	<b>Chronological Understanding</b> Begin to organise events using basic chronology, recognise that things happened before or after they were born.  <b>Historical Inquiry</b> Begin to organise events using basic chronology, recognise that things happened before or after they were born.  <b>Historical Interpretation</b> Understand and talk about differences and similarities they see in the changes over time.	<b>Historical Inquiry</b> Draw out themes from stories and events (kindness,courage) and be able to link to their own experiences with these themes.  <b>Chronological Understanding</b> Using opportunities to look at texts and images, begin to develop understanding of the past and present . <b>Historical Inquiry</b> Opportunities to explore and investigate, in order to answer their own 'How' and 'Why' questions.  <b>Historical Interpretation</b> Study animals and plants to observe changes. Be able to talk about the changes they see. Understand and talk about differences and similarities they see in the changes over time. Begin to see patterns and be able to talk about observed patterns.	<b>Chronological Understanding</b> Using opportunities to look at texts and images, begin to develop understanding of the past and present . <b>Historical Inquiry</b> Opportunities to explore and investigate, in order to answer their own 'How' and 'Why' questions.  <b>Historical Interpretation</b> Study animals and plants to observe changes. Be able to talk about the changes they see. Understand and talk about differences and similarities they see in the changes over time. Begin to see patterns and be able to talk about observed patterns.	<b>Chronological understanding:</b> - Study pictures, stories, artefacts and accounts of familiar situations from the past and be able to talk about them. See how they are different in the past. Using opportunities to look at texts and images, begin to develop understanding of the past and present . <b>Historical Inquiry</b> Begin to organise events using basic chronology, recognise that things happened before or after they were born.  <b>Interpretations of History:</b> Understand and talk about differences and similarities they see in the changes over time.  <b>Historical Inquiry</b> Draw out themes from stories and events (kindness,courage) and be able to link to their own experiences with these themes Opportunities to explore and investigate, in order to answer their own 'How' and 'Why' questions. Begin to develop an understanding of the past and present through studying texts and images. Discussing what is happening and why.	<b>Chronological Understanding</b> Study pictures, stories, artefacts and accounts of familiar situations from the past and be able to talk about them. See how they are different in the past. Using opportunities to look at texts and images, begin to develop understanding of the past and present .  <b>Historical Inquiry</b> Opportunities to explore and investigate, in order to answer their own 'How' and 'Why' questions.  <b>Historical Interpretation</b>
<b>Focus</b>	 HoH History Curriculum Document	 HoH History Curriculum Document	 HoH History Curriculum Document	 HoH History Curriculum Document	 HoH History Curriculum Document	 HoH History Curriculum Document
	Year 1 - History	Year 1 - History	Year 1 - History	Year 1 - History	Year 1 - History	Year 1 - History
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>Focus</b>	Homes	Toys	Explorers	Explorers	Farming	Seasides
<b>Knowledge</b>	- I know that there are different kinds of houses. - I know houses have different rooms used for different purposes. - I know that houses and their uses have changed over time (Tudor - Present) - I can compare my own house to houses of the past in Medway (1066 to present)	- I can identify a variety of toys and their key features. - I know how toys have changed over time and discuss what caused them to change (Victorian to present) - I can order toys and explain why they have been ordered in a particular way (e.g. past - present; favouritism; least favourite) - I can compare and identify similarities of old and new toys and how they operate. - I can discuss my favourite toys and compare them with those from the past (Victorian). - I can predict what toys will be like in the future	- I can understand what criteria makes a person significant. - I can find out information about a great explorer in history (Christopher Columbus) and explain why he is famous and significant. - I can compare the experiences of Christopher Columbus and Neil Armstrong (modern day explorer). - I can find out why Neil Armstrong is important.	- I can explain how machinery has changed - I can explain the impact machines have on farming - I can compare Victorian and modern day farming	- I can identify features of seaside holidays - I can use photographs to find clues as to what seaside were like in the past - I can explain what seaside holidays were like 100 years ago - I can order seaside holidays chronologically - I can compare seaside holidays from now and the past	
<b>Application</b>	<b>Chronological understanding:</b> - I can explain that things have changed since their parents and grandparents were children. - I can understand and be able to talk about changes that have happened within their own life. - I can recognise the difference between the past and present.  <b>Interpretations of History:</b> - I can answer questions using a range of artefacts, photographs, pictures and use them to recount some facts. - I know and can talk about the different ways that the past is represented. Give them opportunities to find out about the past using museums, TV programmes, diaries, stories. - I know that some forms of evidence are more reliable than others when finding out about the past.  <b>Historical Enquiry:</b> - I can compare adults talking about the past to see how reliable their memories are. - I can ask simple questions to learn more, such as: What was it like for people? What happened? How long ago?	<b>Chronological understanding:</b> - I know a timeline is a line showing the passage/period of time. - I know that a timeline is used to show the order of events. - I can sequence events or objects (three or more) in chronological order.  <b>Interpretations of History:</b> - I can answer questions using a range of artefacts, photographs, pictures and use them to recount some facts. - I can sequence events or objects (three or more) in chronological order.  <b>Interpretations of History:</b> - I can answer questions using a range of artefacts, photographs, pictures and use them to recount some facts. - I can answer questions using a range of artefacts, photographs, pictures and use them to recount some facts. - I can sequence events or objects (three or more) in chronological order.  <b>Interpretations of History:</b> - I can answer questions using a range of artefacts, photographs, pictures and use them to recount some facts. - I can sequence events or objects (three or more) in chronological order.  <b>Historical Enquiry:</b> - I know how we can use evidence and sources to find out about the past. - I understand how evidence is collected and used to make historical facts.  <b>Historical Enquiry:</b> - I know how we can use evidence and sources to find out about the past. - I understand how evidence is collected and used to make historical facts. 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How long ago?	<b>Interpretations of History:</b> - I can answer questions using a range of artefacts, photographs, pictures and use them to recount some facts. - I can begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). - I know that some forms of evidence are more reliable than others when finding out about the past. - I know how to find out more about a person from the past using knowledge of different types of evidence. Be able to talk about them and actions that they took. - I understand that there are reasons for people's actions. Know and provide simple examples of these reasons. - I know how we can use evidence and sources to find out about the past. - I understand how evidence is collected and used to make historical facts.  <b>Historical Enquiry:</b> - I know how we can use evidence and sources to find out about the past. - I understand how evidence is collected and used to make historical facts. 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<b>Focus</b>	 HoH History Curriculum Document	 HoH History Curriculum Document	 HoH History Curriculum Document	 HoH History Curriculum Document	 HoH History Curriculum Document	 HoH History Curriculum Document
	Year 2 - History	Year 2 - History	Year 2 - History	Year 2 - History	Year 2 - History	Year 2 - History
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>Focus</b>	Victorians and Florence Nightingale	Significant Individuals	The First Flight	History Enquiry - Primary and Secondary Sources	Historian - Beatrix Potter	Technology
<b>Knowledge</b>	- I can explain who Queen Victoria was and when the Victorian era was. - I can explain what life for Victorian children (school, jobs done by Victorian children) was like. - I can explain the differences between Victorian schools and make comparisons with Victorian schools and our school today. - I can explain how and where Victorians travelled.	- I know who significant people are such as Malala, Rosa Parks, Mary Seacole and Emmeline Pankhurst and why they are important.	- I can identify and sort things that did and didn't exist in the early 1900s. - I can explain how the world would be different without previous inventions/ inventors. - I can explain what it would have been like to live in the past.	I know what a primary and secondary source is	- I can find out who Beatrix Potter is and why she was important.	- I can explain what technology is and how it is used - I can identify different types of technology that we use in our lives. - I can identify technology that helps us write, talk and be entertained. - I can make comparisons of technology of the past and the modern day. - I can explain how technology has improved our lives - through lines of inquiry. - I can research two famous inventors who have impacted our lives with their advances in technology (Tim Berners-Lee and Louis Braille).
<b>Application</b>	<b>Chronological understanding:</b> - I understand that a timeline is used to show the order of events. - I know that events that happened earliest go first on the timeline. - I can label and use a timeline to sequence photos and events.  I can talk about events that happen on the timeline.  I can use knowledge of timelines to make connections between long and short term time scales. - I can talk simply about differences in time between events on different scales. - I can identify differences and similarities between ways of life.  <b>Interpretations of History:</b> - Know how to find out more about a person or events from the past using research skills. - Be able to describe historical events and significant people from the past.  <b>Learn about historical events, knowing how to find out about the past, comparing versions of the past and the reliability of evidence. - Use events to explain why Britain has a special history.</b> - Know that there are reasons for what has happened. - Be able to talk about the causes of historical events or the reasons why people acted in the way they did. - Know and explain what impact the studied significant event from the past has had on the way we live today. Be able to simply evaluate the consequences.  <b>Historical Enquiry:</b> - Know which sources will help us find out about the past (information books, internet searches, pictures...) and how to use them. - Understand how to use the internet and other sources to research the life of a famous Briton from the past. - Ask questions to learn more, such as: What was it like for people? What happened and why? How long ago? - I can make suggestions on how I could find answers. - I can use specific sources (i.e. information books, internet searches, pictures) to answer questions about the past. - I can observe and handle sources to answer questions about the past on the basis of simple observations.	<b>Chronological understanding:</b> - I understand that a timeline is used to show the order of events. - I know that events that happened earliest go first on the timeline. - I can label and use a timeline to sequence photos and events.  I can talk about events that happen on the timeline.  I can use knowledge of timelines to make connections between long and short term time scales. - I can talk simply about differences in time between events on different scales. - I can connect new learning around historical people and events to others they have learnt about previously. - I can identify differences and similarities between ways of life.  <b>Interpretations of History:</b> - Know how to find out more about a person or events from the past using research skills. - Be able to compare, choose and use sources to show understanding of events/people and individuals and reliable evidence they used. - Be able to describe historical events and significant people from the past. - Learn about historical events, knowing how to find out about the past, comparing versions of the past and the reliability of evidence. - Know and explain what impact the studied significant event from the past has had on the way we live today. 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<b>Focus</b>	Stone Age to Iron Age	Ancient Civilisations	History of Medicine	History of Forces - Isaac Newton	History of Light	Iron Age (Celts)
<b>Knowledge</b>	- I can explain what Prehistoric means and when it was. - I can explain that the Stone age was a prehistoric era which occurred during the prehistoric period and lasted 2.5 million years. - I can explain that it consisted of three different periods called Paleolithic, Mesolithic and Neolithic. - I can explain the changes that occurred during this period including: Discovery of fire, development of tools, introduction and development of settlements/farms. - I can describe how people lived and the reasons for this. - I can explain the Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (e.g. simple boats).	- I can explain that a civilisation is a society with its own social organisation (written records, system of government) and culture (beliefs and customs). - I can explain that there are civilisations which are believed to be the earliest: Ancient Egypt, Mesopotamia, Sumer (Mesopotamia Modern Iraq) - Shang dynasty China. - I can explain why they are all situated in a similar position on the globe and located near to at least one river.  <b>Ancient Egypt</b> - I can explain when and where the Ancient Egyptians lived, including geographical features such as climate and terrain - I can explain what everyday life was like for Ancient Egyptians (structure of society, life of a person) - I can explain about the importance of the River Nile (farming, trading, technology, seasons, mummies, tombs)	- I can explain who developed medicine - I know what were the first medicines created? - I can explain the timeline of how medicine has changed over time.  <b>Ancient Egypt</b> -			

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Application	<p>Chronological understanding:  - I know that events that happened earliest go first on the timeline.  - I know how to place events on a timeline and give reasons for their order.  - I know dates for key events and historical figures within this studied period of time.  - I can able to use historical terms and understanding of time to sequence events, people, artefacts.</p> <p>Interpretations of History:  - I can explain what life was like in the past and use this to give possible reasons why people in the past may have acted as they did.  - I can explain key events in the past and use what I know to provide possible causes and begin to explain how these events have shaped our lives today.  - I can begin to compare and contrast different forms of evidence to support research into life during their studied period in history.</p>	<p>Chronological understanding:  - I know dates for key events and historical figures within this studied period of time.  - I am able to use historical terms and understanding of time to sequence events, people, artefacts.</p> <p>Interpretations of History:  - I know that accounts of the same event may differ. Compare different versions of the same story and different accounts of the same event. Be able to identify differences and similarities between them.  - I know that there are reasons for what happened. Know what beliefs and experiences may have caused historical events or the reasons why people acted in the way they did.  - I can explain what life was like in the past and use this to give possible reasons why people in the past may have acted as they did.  - I can explain key events in the past and use what I know to provide possible causes and begin to explain how these events have shaped our lives today.</p> <p>Historical Enquiry:  - I know different sources will help us find out about the studied period, developing research skills to use key facts.  - I know different types of evidence we can use to find out about the past and use my knowledge of evidence to begin to suggest suitable sources of evidence for their enquiry.  - I can explain why using more than one source of evidence will help gain a more accurate understanding of life in the studied period.</p>		<p>Interpretations of History:  - I know that accounts of the same event may differ. Compare different versions of the same story and different accounts of the same event. Be able to identify differences and similarities between them.  - I know that there are reasons for what happened. Know what beliefs and experiences may have caused historical events or the reasons why people acted in the way they did.  - I can use my knowledge to identify why accounts of the same historical event differ and understand how people's beliefs and attitudes can affect how they view what happened.  - I can explain what life was like in the past and use this to give possible reasons why people in the past may have acted as they did.</p> <p>Historical Enquiry:  - I know which sources will help us find out about the studied period, developing research skills to find key facts.  - I know the part that archaeologists had in helping us learn more about the past.  - I can observe small details and select information relevant to the enquiry.  - I can begin to compare and contrast different forms of evidence to support research into life during their studied period in history.  - I know different types of evidence we can use to find out about the past and use my knowledge of evidence to begin to suggest suitable sources of evidence for their enquiry.  - I can explain why using more than one source of evidence will help gain a more accurate understanding of life in the studied period.</p>		
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	Year 4 - History	Year 4 - History	Year 4 - History	Year 4 - History	Year 4 - History	Year 4 - History
Focus	Ancient Greece	Ancient Greece - War	Roman Britain	Study of Pompeii	Anglo Saxons and Scots	Britain's settlement by Anglo-Saxons and Scots
Knowledge	<ul style="list-style-type: none"> <li>- I can identify the location and explain what time period of Ancient Greece and draw comparisons with other civilisations and present day</li> <li>- I can explain about life from Ancient Greeks in two city states; Athens and Sparta</li> <li>- I can explain what is meant by democracy and make links with 21st century governments</li> <li>- I can explain the importance of religion and gods to the Ancient Greeks and make links with the religions of the Ancient Egyptians and Ancient Maya.</li> <li>- I can explain about the Greek myth Pandora's Box.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain the importance of the Olympic Games to the Ancient Greeks and compare them with the modern Olympic Games.</li> <li>- I can retell facts about Greek battles (Salamis, Marathon, and Thermopylae) and explain why they had so many wars and why they were successful.</li> <li>- I can explain some of the achievements of the Ancient Greeks which impact our lives today (language, architecture, governance, democracy, Olympic Games, drama, literature, maths)</li> <li>- I can explain what life was like for a Roman soldier</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain when the Roman empire existed and the extent of the Roman empire prior to the invasion of Britain (use maps and timelines)</li> <li>- I can explain when and why the Romans invaded Britain</li> <li>- I understand there were differing view-points about invading Britain</li> <li>- Compare different accounts of the invasion and of Boudicca's resistance</li> <li>- I can explain what impact the Romans had on my local area (Fro and Medway)</li> <li>- I can explain what life was like for a Roman soldier</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain why / where / how the Romans built roads</li> <li>- I can explain what the Romans achieved that is still significant today (architecture, food, Latin, Roman numerals, roads, technology such as central heating, aqueducts, postal service)</li> <li>- I can explain what impact the Romans had on my local area (Fro and Medway)</li> <li>- I can explain why Anglo-Saxon contributions to language, place names, defence and literature changed the social and cultural landscape of England.</li> <li>- I can explain how Anglo-Saxon settlements differed from Roman settlements in England (they were made up of small agricultural settlements rather than walled cities).</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain why the departure of the Romans left Britain vulnerable to invasion by tribal forces from foreign lands.</li> <li>- I can explain who the Anglo, Saxons, Jutes and Picts were, where they came from and why they were drawn to Britain (floods and famine in their own countries and the contrasting rich and fertile farmland in England).</li> <li>- I can use my knowledge of Anglo-Saxon contributions to language, place names, defence and literature to justify why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain the effectiveness of Anglo-Saxon society depended on the discrete skills of its members.</li> <li>- I can explain that Anglo-Saxon artefacts and sites are an important source of knowledge and have contributed to historical enquiry (Kents Anglo-Saxon burial sites).</li> </ul>
Application						
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	Year 4 - History	Year 4 - History	Year 4 - History	Year 4 - History	Year 4 - History	Year 4 - History
Focus	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Knowledge						
Application						
	<a href="#">HoH History Curriculum Document</a>	<a href="#">HoH History Curriculum Document</a>	<a href="#">HoH History Curriculum Document</a>	<a href="#">HoH History Curriculum Document</a>	<a href="#">HoH History Curriculum Document</a>	<a href="#">HoH History Curriculum Document</a>
	Year 5 - History	Year 5 - History	Year 5 - History	Year 5 - History	Year 5 - History	Year 5 - History
Focus	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Knowledge	<ul style="list-style-type: none"> <li>- I can explain that the Maya were a civilisation who lived in Mesoamerica (now Central America - South-East Mexico, Guatemala, El Salvador, Belize).</li> <li>- I can explain when the Maya lived with approx. 200BC and 900CE.</li> <li>- I can explain the features of Ancient Mayan Cities - Cemetery, ball court, acropolis, temples, markets etc.</li> <li>- I can explain the hierarchy of Mayan society (farmers, slaves, nobility).</li> <li>- I can explain about the daily life of Mayan people of different social classes</li> <li>- I can explain the Mayan religion, gods, rituals and beliefs.</li> <li>- I can explain the different Mayan inventions and discoveries (number system, calendar, medicine, irrigation and drainage, step farming, legal system, hunting tools, writing through hieroglyphs, chocolate, ball games).</li> <li>- I know about the food the ancient Mayans ate and its religious and cultural significance.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain the different theories about the mysterious decline of the Maya</li> <li>- I can explain that approx. 40% of modern-day Guatamalans are descended from the Maya.</li> <li>- I can explain that some people still take part in Mayan rituals.</li> </ul>	<p>Compare similarities and differences of Ancient civilisations' relationship with rivers</p> <p>Compare modern civilisations with ancient civilisations</p>	<ul style="list-style-type: none"> <li>- I understand and know about how propaganda was used to galvanise and influence the people.</li> <li>- I understand that some evidence may not be a full reflection of the past, such as propaganda and can seek out a range of evidence to support claims about the past to help build a picture of what happened.</li> </ul>	<ul style="list-style-type: none"> <li>- I understand and know about how propaganda was used to galvanise and influence the people.</li> <li>- I understand that some evidence may not be a full reflection of the past, such as propaganda and can seek out a range of evidence to support claims about the past to help build a picture of what happened.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain that the Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden.</li> <li>- I can explain that they travelled in boats called longships and first arrived in Britain around AD 787.</li> <li>- I can explain that Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793).</li> <li>- I can explain that they were looking for valuable goods like gold and jewels, imported foods and other useful materials.</li> <li>- I can explain that the Vikings also wanted to claim land and tried to take over much of Britain.</li> <li>- I can explain that they invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain.</li> </ul>
Application						
	<a href="#">HoH History Curriculum Document</a>	<a href="#">HoH History Curriculum Document</a>	<a href="#">HoH History Curriculum Document</a>	<a href="#">HoH History Curriculum Document</a>	<a href="#">HoH History Curriculum Document</a>	<a href="#">HoH History Curriculum Document</a>
	Year 5 - History	Year 5 - History	Year 5 - History	Year 5 - History	Year 5 - History	Year 5 - History
Focus	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Knowledge						
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	Year 6 - History	Year 6 - History	Year 6 - History	Year 6 - History	Year 6 - History	Year 6 - History
Focus	Dockyard - Local History	Industrial Revolution			Settlements Over Time	Evolution Timeline - Darwin
Knowledge	<ul style="list-style-type: none"> <li>- I can explain that the Chatham Dockyard was built in 1618.</li> <li>- I can explain that it was built to support the Royal Navy through a series of trade wars with the Dutch.</li> <li>- I can explain why it became the principal base for the Royal Navy.</li> <li>- I can explain why the Medway Raid happened and the destruction that occurred.</li> <li>- I can explain the expansion of the Dockyard and when it happened.</li> <li>- I can document uses of the dockyard during its time of operation.</li> <li>- I can explain the impact the dockyard has had on Medway.</li> <li>- I can explain why the population of Chatham grew rapidly.</li> </ul>	<ul style="list-style-type: none"> <li>- I know when the industrial revolution was.</li> <li>- I know how energy use has changed over time</li> <li>- I know what the Industrial revolution was</li> <li>- I know what the effects of the Industrial revolution were</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain that WWII is an aspect of 'Modern History'</li> <li>- I know that Germany invaded Poland September 1, 1939</li> <li>- I can explain that Britain and France declared war on Germany (start of WWII) on September 3, 1939</li> <li>- I can explain why rationing was introduced across the UK in January 1940</li> <li>- I can explain that Dunkirk was evacuated and France surrendered to Germany (May - June 1940).</li> <li>- I can explain that Germany used blitzkrieg to take over much of western Europe</li> <li>- I can explain that Germany launched air attacks on Great Britain beginning the Battle of Britain and the Blitz (July 1940)</li> <li>- I can explain who the axis alliance were and how they were created.</li> <li>- I can explain who the allied forces were and how they were created.</li> <li>- I can explain when the D-Day and Normandy invasion was and what happened.</li> <li>- I can explain when the war ended and what that is called</li> <li>- I can explain what happened to Neville Chamberlain, Winston Churchill and Franklin Roosevelt.</li> <li>- I can explain how WWII affected specific locations in the immediate and wider locality that were affected by bomb damage and relate these to old maps to compare and contrast.</li> <li>- To know and explain how and why local landmarks in Medway were targeted.</li> <li>- I can explain what happened to children during the war and know where and why many children from London were evacuated.</li> </ul>	<ul style="list-style-type: none"> <li>- I know that changes in settlement and landscape can take place over different time periods</li> </ul>	<ul style="list-style-type: none"> <li>- I know the main events in the history of evolution</li> <li>- I know the names and achievements of significant people in the field of evolution</li> <li>- I can explain how the theory of evolution developed over time</li> </ul>	<ul style="list-style-type: none"> <li>- I know that events in history have an impact on individuals</li> <li>- I know that historical events can influence people's future</li> </ul>

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	
Application	<p><b>Chronological understanding:</b></p> <ul style="list-style-type: none"> <li>- I can sequence key events of historical events and people from past societies, using relevant terms and period labels and place them accurately on a timeline.</li> <li>- I can explain the chronology of different time periods and how they relate to one another on a timeline.</li> <li>- I know and can use appropriate historical vocabulary to communicate about historical events and people.</li> <li>- I can describe main changes within a time period (social, cultural, political, religious).</li> <li>- I can use knowledge to create timelines outlining the development of specific features, identifying periods of rapid change and contrasting with times of relatively little change.</li> <li>- I know and can use terms such as social, political, religious and cultural, comparing beliefs and behaviour in different periods of time.</li> <li>- I can use a timeline to represent concepts of continuity and change over time.</li> </ul> <p><b>Interpretations of History:</b></p> <ul style="list-style-type: none"> <li>- I know that our knowledge of the past is constructed from a range of sources and can use examples of specific sources that build up a picture of the past.</li> <li>- I can connect, compare and contrast sources - identify differences and offer some reasons for these (using knowledge of features such as ideas, beliefs, attitudes and experiences).</li> <li>- I can recognise a wide range of sources of evidence (Primary and Secondary) and how to deduce information about the past.</li> <li>- I understand that no single source gives the full answer to an enquiry.</li> <li>- I know and can explain how historical artefacts have helped us understand more about lives in the past and present.</li> <li>- I can compare and contrast sources of evidence to help gain a more accurate understanding of changes (and their cause) to life.</li> </ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"> <li>- I understand the social, ethnic, cultural and religious diversity of past societies and talk about beliefs and behaviours of people, knowing that not everyone shares the same view.</li> <li>- I can find and analyse a wide range of evidence in order to justify statements about the past and give more than one reason to support an historical argument.</li> <li>- I can compare and contrast sources of evidence to help gain a more accurate understanding of changes (and their cause) to life.</li> </ul>	<p><b>Chronological understanding:</b></p> <ul style="list-style-type: none"> <li>- I know and can use appropriate historical vocabulary to communicate about historical events and people.</li> <li>- I can describe main changes within a time period (social, cultural, political, religious).</li> <li>- I know and can use terms such as social, political, religious and cultural, comparing beliefs and behaviour in different periods of time.</li> </ul> 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