



History Long Term Curriculum Map

for Pupils in Year 1 to Key Stage 3

It is very difficult to ensure our pupils have the prior knowledge in all areas of the History National Curriculum, given the varied educational histories of the pupils who join us.

Therefore, we prioritise developing historical skills through the topics we learn about, taking our planning from the year group which best reflects each pupil's understanding at the time of joining.

By building up from strong foundations, we can ensure progress is built upon skills which are firmly embedded, rather than covering content pupils are not yet ready for.

KS1 pupils working at this level will have their learning based in themes decided upon by the class teacher, in line with the National Curriculum's expectations for changes within living memory and beyond.

The KS2 curriculum runs on a three-year rolling cycle where the topic changes every year for each class, ensuring full National Curriculum coverage is achieved across the cycle. KS3 follows the same three-year rolling cycle model.

However, we recognise the importance of subject/topic knowledge and therefore have built knowledge plans which reflect the level of knowledge which would reflect a child working at each year group stage- see cycle knowledge content maps

Assessment of the curriculum is carried out through clearly defined KPIs (Key Performance Indicators). Each KPI statement below has been assessed and organised into three progressive levels — Emerging, Developing and Secure — so that teachers can quickly identify where an individual pupil is working and what the next step looks like.

Because many of our pupils have SEND or a complex educational history, some may be chronologically older but working at the level of a much younger pupil. Teachers can use whichever Year tab actually matches where a pupil is working, regardless of their chronological year group, building on strong foundations and embedding learning securely in long-term memory.

Key: **EMERGING** = first steps towards this KPI, typically with significant support | **DEVELOPING** = building accuracy and independence | **SECURE** = confident, independent and increasingly fluent application

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can explain how I have changed since I was born. Emerging: I can explain how I have changed since I was born, with significant adult support and in simple terms. Developing: I can explain how I have changed since I was born, with some adult support and growing accuracy. Secure: I can explain how I have changed since I was born, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can use words and phrases like; old, new and a long time ago. Emerging: I can use words and phrases like; old, new and a long time ago, with significant adult support and in simple terms. Developing: I can use words and phrases like; old, new and a long time ago, with some adult support and growing accuracy. Secure: I can use words and phrases like; old, new and a long time ago, confidently and independently, applying this consistently in new and unfamiliar contexts. I can spot old and new things in a picture. Emerging: I can spot old and new things in a picture, with significant adult support and in simple terms. Developing: I can spot old and new things in a picture, with some adult support and growing accuracy. Secure: I can spot old and new things in a picture, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can explain how some people have helped us to have better lives. Emerging: I can explain how some people have helped us to have better lives, with significant adult support and in simple terms. Developing: I can explain how some people have helped us to have better lives, with some adult support and growing accuracy. Secure: I can explain how some people have helped us to have better lives, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can recognise that some objects belonged to the past. Emerging: I can recognise that some objects belonged to the past, with significant adult support and in simple terms. Developing: I can recognise that some objects belonged to the past, with some adult support and growing accuracy. Secure: I can recognise that some objects belonged to the past, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can explain what an object from the past might have been used for. Emerging: I can explain what an object from the past might have been used for, with significant adult support and in simple terms. Developing: I can explain what an object from the past might have been used for, with some adult support and growing accuracy. Secure: I can explain what an object from the past might have been used for, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can ask and answer questions about old and new objects. Emerging: I can ask and answer questions about old and new objects, with significant adult support and in simple terms. Developing: I can ask and answer questions about old and new objects, with some adult support and growing accuracy. Secure: I can ask and answer questions about old and new objects, confidently and independently, applying this consistently in new and unfamiliar contexts.

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Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can give examples of things that were different when my grandparents were children. Emerging: I can give examples of things that were different when my grandparents were children, with significant adult support and in simple terms. Developing: I can give examples of things that were different when my grandparents were children, with some adult support and growing accuracy. Secure: I can give examples of things that were different when my grandparents were children, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can use words and phrases like; before, after, past, present, then and now. Emerging: I can use words and phrases like; before, after, past, present, then and now, with significant adult support and in simple terms. Developing: I can use words and phrases like; before, after, past, present, then and now, with some adult support and growing accuracy. Secure: I can use words and phrases like; before, after, past, present, then and now, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can find out things about the past by talking to an older person. Emerging: I can find out things about the past by talking to an older person, with significant adult support and in simple terms. Developing: I can find out things about the past by talking to an older person, with some adult support and growing accuracy. Secure: I can find out things about the past by talking to an older person, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can research the life of a famous person from the past using different sources of evidence. Emerging: I can research the life of a famous person from the past using different sources of evidence, with significant adult support and in simple terms. Developing: I can research the life of a famous person from the past using different sources of evidence, with some adult support and growing accuracy. Secure: I can research the life of a famous person from the past using different sources of evidence, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier. Emerging: I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier, with significant adult support and in simple terms. Developing: I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier, with some adult support and growing accuracy. Secure: I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can answer questions using books and the internet. Emerging: I can answer questions using books and the internet, with significant adult support and in simple terms. Developing: I can answer questions using books and the internet, with some adult support and growing accuracy. Secure: I can answer questions using books and the internet, confidently and independently, applying this consistently in new and unfamiliar contexts.

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Year 3

[illegible]

[illegible]

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Year 4

[illegible]

	I can explain how an event from the past has shaped life today. Emerging: I can explain how an event from the past has shaped life today, with significant adult support and in simple terms. Developing: I can explain how an event from the past has shaped life today, with some adult support and growing accuracy. Secure: I can explain how an event from the past has shaped life today, confidently and independently, applying this consistently in new and unfamiliar contexts.	build up a picture of life in the past. Emerging: I can explain how historical items and artefacts can be used to help build up a picture of life in the past, with significant adult support and in simple terms. Developing: I can explain how historical items and artefacts can be used to help build up a picture of life in the past, with some adult support and growing accuracy. Secure: I can explain how historical items and artefacts can be used to help build up a picture of life in the past, confidently and independently, applying this consistently in new and unfamiliar contexts. I can explain how an event from the past has shaped life today. Emerging: I can explain how an event from the past has shaped life today, with significant adult support and in simple terms. Developing: I can explain how an event from the past has shaped life today, with some adult support and growing accuracy. Secure: I can explain how an event from the past has shaped life today, confidently and independently, applying this consistently in new and unfamiliar contexts.	consistently in new and unfamiliar contexts. I can explain how the lives of wealthy people were different from the lives of poorer people. Emerging: I can explain how the lives of wealthy people were different from the lives of poorer people, with significant adult support and in simple terms. Developing: I can explain how the lives of wealthy people were different from the lives of poorer people, with some adult support and growing accuracy. Secure: I can explain how the lives of wealthy people were different from the lives of poorer people, confidently and independently, applying this consistently in new and unfamiliar contexts.		
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Year 5

[illegible]

	in England, with some adult support and growing accuracy. Secure: I can explain how Parliament affected decision making in England, confidently and independently, applying this consistently in new and unfamiliar contexts.	Developing: I can test out a hypothesis in order to answer questions. I can describe how crime and punishment has changed over a period of time, with some adult support and growing accuracy. Secure: I can test out a hypothesis in order to answer questions. I can describe how crime and punishment has changed over a period of time, confidently and independently, applying this consistently in new and unfamiliar contexts.	Developing: I can test out a hypothesis in order to answer questions. I can describe how crime and punishment has changed over a period of time, with some adult support and growing accuracy. Secure: I can test out a hypothesis in order to answer questions. I can describe how crime and punishment has changed over a period of time, confidently and independently, applying this consistently in new and unfamiliar contexts.	Secure: I can explain how our locality has changed over time, confidently and independently, applying this consistently in new and unfamiliar contexts. I can test out a hypothesis in order to answer questions. I can describe how crime and punishment has changed over a period of time. Emerging: I can test out a hypothesis in order to answer questions. I can describe how crime and punishment has changed over a period of time, with significant adult support and in simple terms. Developing: I can test out a hypothesis in order to answer questions. I can describe how crime and punishment has changed over a period of time, with some adult support and growing accuracy. Secure: I can test out a hypothesis in order to answer questions. I can describe how crime and punishment has changed over a period of time, confidently and independently, applying this consistently in new and unfamiliar contexts.	Developing: I can test out a hypothesis in order to answer questions. I can describe how crime and punishment has changed over a period of time, with some adult support and growing accuracy. Secure: I can test out a hypothesis in order to answer questions. I can describe how crime and punishment has changed over a period of time, confidently and independently, applying this consistently in new and unfamiliar contexts.
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Year 6

[illegible]

from periods I have studied; presenting to an audience, with some adult support and growing accuracy. Secure: I can describe features of historical events and way of life from periods I have studied; presenting to an audience, confidently and independently, applying this consistently in new and unfamiliar contexts. I can describe a key event from Britain's past using a range of evidence from different sources. Emerging: I can describe a key event from Britain's past using a range of evidence from different sources, with significant adult support and in simple terms. Developing: I can describe a key event from Britain's past using a range of evidence from different sources, with some adult support and growing accuracy. Secure: I can describe a key event from Britain's past using a range of evidence from different sources, confidently and independently, applying this consistently in new and unfamiliar contexts.	from periods I have studied; presenting to an audience, with some adult support and growing accuracy. Secure: I can describe features of historical events and way of life from periods I have studied; presenting to an audience, confidently and independently, applying this consistently in new and unfamiliar contexts. I can summarise how Britain has had a major influence on the world. Emerging: I can summarise how Britain has had a major influence on the world, with significant adult support and in simple terms. Developing: I can summarise how Britain has had a major influence on the world, with some adult support and growing accuracy. Secure: I can summarise how Britain has had a major influence on the world, confidently and independently, applying this consistently in new and unfamiliar contexts.	from periods I have studied; presenting to an audience, with some adult support and growing accuracy. Secure: I can describe features of historical events and way of life from periods I have studied; presenting to an audience, confidently and independently, applying this consistently in new and unfamiliar contexts. I can summarise how Britain may have learnt from other countries and civilisations (historical and more recently.) Emerging: I can summarise how Britain may have learnt from other countries and civilisations (historical and more recently.), with significant adult support and in simple terms. Developing: I can summarise how Britain may have learnt from other countries and civilisations (historical and more recently.), with some adult support and growing accuracy. Secure: I can summarise how Britain may have learnt from other countries and civilisations (historical and more recently.), confidently and independently, applying this consistently in new and unfamiliar contexts.	from periods I have studied; presenting to an audience, with some adult support and growing accuracy. Secure: I can describe features of historical events and way of life from periods I have studied; presenting to an audience, confidently and independently, applying this consistently in new and unfamiliar contexts.	from periods I have studied; presenting to an audience, with some adult support and growing accuracy. Secure: I can describe features of historical events and way of life from periods I have studied; presenting to an audience, confidently and independently, applying this consistently in new and unfamiliar contexts. I can identify and explain differences, similarities and changes between different periods of history. Emerging: I can identify and explain differences, similarities and changes between different periods of history, with significant adult support and in simple terms. Developing: I can identify and explain differences, similarities and changes between different periods of history, with some adult support and growing accuracy. Secure: I can identify and explain differences, similarities and changes between different periods of history, confidently and independently, applying this consistently in new and unfamiliar contexts.	from periods I have studied; presenting to an audience, with some adult support and growing accuracy. Secure: I can describe features of historical events and way of life from periods I have studied; presenting to an audience, confidently and independently, applying this consistently in new and unfamiliar contexts. I can identify and explain propaganda. Emerging: I can identify and explain propaganda, with significant adult support and in simple terms. Developing: I can identify and explain propaganda, with some adult support and growing accuracy. Secure: I can identify and explain propaganda, confidently and independently, applying this consistently in new and unfamiliar contexts.
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KS2 Three-Year Rolling Topic Cycle (Years 3, 4, 5, 6)

Each class studies the current cycle's topic together; across the three-year cycle, full National Curriculum coverage is achieved.

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	Changes to Britain from the Stone Age to the Iron Age - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.	The Roman Empire and its impact on Britain - Successful invasion by Claudius and conquest, including Hadrian's wall.	Britain's settlement by Anglo-Saxons and Scots. - Scots invasions from Ireland to North Britain (now Scotland)	The Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Viking raids and invasion.	A local History study.- a depth study linked to one of the British areas of study taught in previous terms.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - eg The changing power of monarchs using case studies such as John, Anne and Victoria.
Cycle 2	Dinosaurs and Early Man (Stone Age)	The Achievements of the earliest civilisation – an overview of where and when the first civilisation appeared and a depth study – Ancient Egypt	The Vikings and Anglo-Saxon struggle for the Kingdom of time of Edward the Confessor	Britain's settlement by Anglo-Saxons and Scots – Early fortresses / Castles	A Local History Study – The Victorians	Theme in British History – Crime and Punishment (from Anglo-Saxons to Present)
Cycle 3	Ancient Greece	A non-European society that provides contrasts with British history – Mayan civilisation	The Plague	A Local History Study – Tudors	A Local History Study – World War Two	Theme in British History – Medicine (from Anglo-Saxons to Present)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can interpret simple information from Primary and Secondary sources. Emerging: I can interpret simple information from Primary and Secondary sources, with significant adult support and in simple terms. Developing: I can interpret simple information from Primary and Secondary sources, with some adult support and growing accuracy. Secure: I can interpret simple information from Primary and Secondary sources, confidently and independently, applying this consistently in new and unfamiliar contexts. I have a simplistic understanding of interpretations. Emerging: I have a simplistic understanding of interpretations, with significant adult support and in simple terms. Developing: I have a simplistic understanding of interpretations, with some adult support and growing accuracy. Secure: I have a simplistic understanding of interpretations, confidently and independently, applying this consistently in new and unfamiliar contexts. I am using key words, specific dates and names with some chronological accuracy. Emerging: I am using key words, specific dates and names with some chronological accuracy, with significant adult support and in simple terms. Developing: I am using key words, specific dates and names with some chronological accuracy, with some adult support and growing accuracy. Secure: I am using key words, specific dates and names with some chronological accuracy, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can identify simple changes in the past. Emerging: I can identify simple changes in the past, with significant adult support and in simple terms. Developing: I can identify simple changes in the past, with some adult support and growing accuracy. Secure: I can identify simple changes in the past, confidently and independently, applying this consistently in new and unfamiliar contexts. I can make use of basic key terms within my written work. Emerging: I can make use of basic key terms within my written work, with significant adult support and in simple terms. Developing: I can make use of basic key terms within my written work, with some adult support and growing accuracy. Secure: I can make use of basic key terms within my written work, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can identify a few reasons why something has happened and/or the consequences of this. Emerging: I can identify a few reasons why something has happened and/or the consequences of this, with significant adult support and in simple terms. Developing: I can identify a few reasons why something has happened and/or the consequences of this, with some adult support and growing accuracy. Secure: I can identify a few reasons why something has happened and/or the consequences of this, confidently and independently, applying this consistently in new and unfamiliar contexts. I can make simple references to sources. Emerging: I can make simple references to sources, with significant adult support and in simple terms. Developing: I can make simple references to sources, with some adult support and growing accuracy. Secure: I can make simple references to sources, confidently and independently, applying this consistently in new and unfamiliar contexts.	I recognise that sources provide me with information in a variety of formats. Emerging: I recognise that sources provide me with information in a variety of formats, with significant adult support and in simple terms. Developing: I recognise that sources provide me with information in a variety of formats, with some adult support and growing accuracy. Secure: I recognise that sources provide me with information in a variety of formats, confidently and independently, applying this consistently in new and unfamiliar contexts. I can recognise that events can be looked at and interpreted in different ways. Emerging: I can recognise that events can be looked at and interpreted in different ways, with significant adult support and in simple terms. Developing: I can recognise that events can be looked at and interpreted in different ways, with some adult support and growing accuracy. Secure: I can recognise that events can be looked at and interpreted in different ways, confidently and independently, applying this consistently in new and unfamiliar contexts. I can recognise that there are links between events and the resulting consequences. Emerging: I can recognise that there are links between events and the resulting consequences, with significant adult support and in simple terms. Developing: I can recognise that there are links between events and the resulting consequences, with some adult support and growing accuracy. Secure: I can recognise that there are links between events and the resulting consequences, confidently and independently, applying this	I can briefly describe people or events. Emerging: I can briefly describe people or events, with significant adult support and in simple terms. Developing: I can briefly describe people or events, with some adult support and growing accuracy. Secure: I can briefly describe people or events, confidently and independently, applying this consistently in new and unfamiliar contexts. My responses to questions are generalised. Emerging: My responses to questions are generalised, with significant adult support and in simple terms. Developing: My responses to questions are generalised, with some adult support and growing accuracy. Secure: My responses to questions are generalised, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can identify possible reasons for the importance of events/people in the past. Emerging: I can identify possible reasons for the importance of events/people in the past, with significant adult support and in simple terms. Developing: I can identify possible reasons for the importance of events/people in the past, with some adult support and growing accuracy. Secure: I can identify possible reasons for the importance of events/people in the past, confidently and independently, applying this consistently in new and unfamiliar contexts. I can decide about whether to trust an information source. Emerging: I can decide about whether to trust an information source, with significant adult support and in simple terms. Developing: I can decide about whether to trust an information source, with some adult support and growing accuracy. Secure: I can decide about whether to trust an information source, confidently and independently, applying this consistently in new and unfamiliar contexts.

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Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can use key words, dates and name with accuracy. Emerging: I can use key words, dates and name with accuracy, with significant adult support and in simple terms. Developing: I can use key words, dates and name with accuracy, with some adult support and growing accuracy. Secure: I can use key words, dates and name with accuracy, confidently and independently, applying this consistently in new and unfamiliar contexts. I can show an understanding and identify Primary and Secondary evidence sources. Emerging: I can show an understanding and identify Primary and Secondary evidence sources, with significant adult support and in simple terms. Developing: I can show an understanding and identify Primary and Secondary evidence sources, with some adult support and growing accuracy. Secure: I can show an understanding and identify Primary and Secondary evidence sources, confidently and independently, applying this consistently in new and unfamiliar contexts. I understand interpretations and offer some development within my explanation. Emerging: I understand interpretations and offer some development within my explanation, with significant adult support and in simple terms. Developing: I understand interpretations and offer some development within my explanation, with some adult support and growing accuracy. Secure: I understand interpretations and offer some development within my explanation, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can identify and describe changes and continuities. Emerging: I can identify and describe changes and continuities, with significant adult support and in simple terms. Developing: I can identify and describe changes and continuities, with some adult support and growing accuracy. Secure: I can identify and describe changes and continuities, confidently and independently, applying this consistently in new and unfamiliar contexts. I can use key terms with good effect in my written work. Emerging: I can use key terms with good effect in my written work, with significant adult support and in simple terms. Developing: I can use key terms with good effect in my written work, with some adult support and growing accuracy. Secure: I can use key terms with good effect in my written work, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can explain, using some detail, one reason for an event happening and/or explain one consequence of an event. Emerging: I can explain, using some detail, one reason for an event happening and/or explain one consequence of an event, with significant adult support and in simple terms. Developing: I can explain, using some detail, one reason for an event happening and/or explain one consequence of an event, with some adult support and growing accuracy. Secure: I can explain, using some detail, one reason for an event happening and/or explain one consequence of an event, confidently and independently, applying this consistently in new and unfamiliar contexts. I can make good use of resources and demonstrate this in my written work. Emerging: I can make good use of resources and demonstrate this in my written work, with significant adult support and in simple terms. Developing: I can make good use of resources and demonstrate this in my written work, with some adult support and growing accuracy. Secure: I can make good use of resources and demonstrate this in my written work, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can explain the links between events and the following consequences. Emerging: I can explain the links between events and the following consequences, with significant adult support and in simple terms. Developing: I can explain the links between events and the following consequences, with some adult support and growing accuracy. Secure: I can explain the links between events and the following consequences, confidently and independently, applying this consistently in new and unfamiliar contexts. I recognise that different information sources provide me with information and am aware of bias. Emerging: I recognise that different information sources provide me with information and am aware of bias, with significant adult support and in simple terms. Developing: I recognise that different information sources provide me with information and am aware of bias, with some adult support and growing accuracy. Secure: I recognise that different information sources provide me with information and am aware of bias, confidently and independently, applying this consistently in new and unfamiliar contexts. I can explain why events may be looked at and interpreted in different ways. Emerging: I can explain why events may be looked at and interpreted in different ways, with significant adult support and in simple terms. Developing: I can explain why events may be looked at and interpreted in different ways, with some adult support and growing accuracy. Secure: I can explain why events may be looked at and interpreted in different ways, confidently and independently, applying this	I can briefly describe people or events in more detail. Emerging: I can briefly describe people or events in more detail, with significant adult support and in simple terms. Developing: I can briefly describe people or events in more detail, with some adult support and growing accuracy. Secure: I can briefly describe people or events in more detail, confidently and independently, applying this consistently in new and unfamiliar contexts. My responses to questions are simple and have some secure links. Emerging: My responses to questions are simple and have some secure links, with significant adult support and in simple terms. Developing: My responses to questions are simple and have some secure links, with some adult support and growing accuracy. Secure: My responses to questions are simple and have some secure links, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can explain, using some detail, possible reasons for the importance of events/people in the past. Emerging: I can explain, using some detail, possible reasons for the importance of events/people in the past, with significant adult support and in simple terms. Developing: I can explain, using some detail, possible reasons for the importance of events/people in the past, with some adult support and growing accuracy. Secure: I can explain, using some detail, possible reasons for the importance of events/people in the past, confidently and independently, applying this consistently in new and unfamiliar contexts. I can identify whether sources are reliable and for what purpose the information source came from. Emerging: I can identify whether sources are reliable and for what purpose the information source came from, with significant adult support and in simple terms. Developing: I can identify whether sources are reliable and for what purpose the information source came from, with some adult support and growing accuracy. Secure: I can identify whether sources are reliable and for what purpose the information source came from, confidently and independently, applying this consistently in new and unfamiliar contexts.

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Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can use key words, dates and names with accuracy and use these to support descriptions. Emerging: I can use key words, dates and names with accuracy and use these to support descriptions, with significant adult support and in simple terms. Developing: I can use key words, dates and names with accuracy and use these to support descriptions, with some adult support and growing accuracy. Secure: I can use key words, dates and names with accuracy and use these to support descriptions, confidently and independently, applying this consistently in new and unfamiliar contexts. I can define and identify Primary and Secondary sources. Emerging: I can define and identify Primary and Secondary sources, with significant adult support and in simple terms. Developing: I can define and identify Primary and Secondary sources, with some adult support and growing accuracy. Secure: I can define and identify Primary and Secondary sources, confidently and independently, applying this consistently in new and unfamiliar contexts. I can provide an explanation of different interpretations and can critically analyse by offering explanations using some detail. Emerging: I can provide an explanation of different interpretations and can critically analyse by offering explanations using some detail, with significant adult support and in simple terms. Developing: I can provide an explanation of different interpretations and can critically analyse by offering explanations using some detail, with some adult support and growing accuracy. Secure: I can provide an explanation of different interpretations and can critically analyse by offering explanations using some detail,	I can describe changes and continuities across a period. Emerging: I can describe changes and continuities across a period, with significant adult support and in simple terms. Developing: I can describe changes and continuities across a period, with some adult support and growing accuracy. Secure: I can describe changes and continuities across a period, confidently and independently, applying this consistently in new and unfamiliar contexts. I can use a wide range of key terms with good effect in my written work. Emerging: I can use a wide range of key terms with good effect in my written work, with significant adult support and in simple terms. Developing: I can use a wide range of key terms with good effect in my written work, with some adult support and growing accuracy. Secure: I can use a wide range of key terms with good effect in my written work, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can explain, using accurate detail, more reasons for an event happening and/or consequences of an event. Emerging: I can explain, using accurate detail, more reasons for an event happening and/or consequences of an event, with significant adult support and in simple terms. Developing: I can explain, using accurate detail, more reasons for an event happening and/or consequences of an event, with some adult support and growing accuracy. Secure: I can explain, using accurate detail, more reasons for an event happening and/or consequences of an event, confidently and independently, applying this consistently in new and unfamiliar contexts. I can explain using detail why events may be looked at and interpreted in different ways, offering my opinion. Emerging: I can explain using detail why events may be looked at and interpreted in different ways, offering my opinion, with significant adult support and in simple terms. Developing: I can explain using detail why events may be looked at and interpreted in different ways, offering my opinion, with some adult support and growing accuracy. Secure: I can explain using detail why events may be looked at and interpreted in different ways, offering my opinion, confidently and independently, applying this consistently in new and unfamiliar contexts. I can confidently make use of resources and use these with fluidity within my written work. Emerging: I can confidently make use of resources and use these with fluidity within my written work, with significant adult support and in simple terms. Developing: I can confidently make use of resources and use these with fluidity within my written work, with	I can explain using detail the links between events and the following consequences. Emerging: I can explain using detail the links between events and the following consequences, with significant adult support and in simple terms. Developing: I can explain using detail the links between events and the following consequences, with some adult support and growing accuracy. Secure: I can explain using detail the links between events and the following consequences, confidently and independently, applying this consistently in new and unfamiliar contexts. I can make inferences from different sources and understand that sometimes sources may be bias. Emerging: I can make inferences from different sources and understand that sometimes sources may be bias, with significant adult support and in simple terms. Developing: I can make inferences from different sources and understand that sometimes sources may be bias, with some adult support and growing accuracy. Secure: I can make inferences from different sources and understand that sometimes sources may be bias, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can explain people or events in depth using specialist vocabulary. Emerging: I can explain people or events in depth using specialist vocabulary, with significant adult support and in simple terms. Developing: I can explain people or events in depth using specialist vocabulary, with some adult support and growing accuracy. Secure: I can explain people or events in depth using specialist vocabulary, confidently and independently, applying this consistently in new and unfamiliar contexts. My responses to questions provide some description and explanations. Emerging: My responses to questions provide some description and explanations, with significant adult support and in simple terms. Developing: My responses to questions provide some description and explanations, with some adult support and growing accuracy. Secure: My responses to questions provide some description and explanations, confidently and independently, applying this consistently in new and unfamiliar contexts.	I can identify historically significant people, events or changes and can give reasons why they are important. Emerging: I can identify historically significant people, events or changes and can give reasons why they are important, with significant adult support and in simple terms. Developing: I can identify historically significant people, events or changes and can give reasons why they are important, with some adult support and growing accuracy. Secure: I can identify historically significant people, events or changes and can give reasons why they are important, confidently and independently, applying this consistently in new and unfamiliar contexts. I can use a wider range of Primary and Secondary information sources and can decide as to their reliability dependent upon the task Emerging: I can use a wider range of Primary and Secondary information sources and can decide as to their reliability dependent upon the task, with significant adult support and in simple terms. Developing: I can use a wider range of Primary and Secondary information sources and can decide as to their reliability dependent upon the task, with some adult support and growing accuracy. Secure: I can use a wider range of Primary and Secondary information sources and can decide as to their reliability dependent upon the task, confidently and independently, applying this consistently in new and unfamiliar contexts.

confidently and independently, applying this consistently in new and unfamiliar contexts.		some adult support and growing accuracy. Secure: I can confidently make use of resources and use these with fluidity within my written work, confidently and independently, applying this consistently in new and unfamiliar contexts.			
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Key: **EMERGING** = first steps towards this KPI, typically with significant support | **DEVELOPING** = building accuracy and independence | **SECURE** = confident, independent and increasingly fluent application

KS3 Three-Year Rolling Topic Cycle (Years 7, 8, 9)

Each class studies the current cycle's topic together; across the three-year cycle, full National Curriculum coverage is achieved.

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	The Normans (Middle ages – Battle of Hastings)	Crime and Punishment and The Black Death in the Middle ages	The Transatlantic Slave Trade	The Development of the British Empire (including a depth study – India)	Into the Modern World 50s, 60s 70s, 80s 90s,00s	How has Historical discovery impacted future inventions/ innovation
Cycle 2	Religion in the Middle Ages	Life in Tudor Times	Spanish Armada	The First World War and the Peace Settlement	20th Century USA	The Industrial Revolution
Cycle 3	Health and Medicine over time	The English Civil War	The Second World War and the wartime leadership of Winston Churchill	The Holocaust (Including Kindertransport)	China’s Qing Dynasty (1644- 1911)	Local History Study suitable to the local area Romans / Tudors – period in History with pertinent links