



## Jerry Clay Academy: History – Year Group Expectations

### **Reception**

- Children listen attentively to a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Children follow instructions involving several ideas or actions. They answer how and why questions about their experiences and in response to stories or events.
- Children express themselves effectively showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas and events.
- Children know about similarities or differences in reaction to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animal and plants and explain why some things occur, and talk about changes.



# Jerry Clay Academy: History – Year Group Expectations

## Year 1

- I can ask questions such as:
  - What happened?
  - How long ago?
  - What was it like for people?
- I can observe or handle evidence to ask questions and find answers to questions about the past.
- I can recount changes that have occurred in my own life and know about my family background.
- I can use artefacts, pictures and stories to find out about the past.
- I can label timelines with words or phrases such as; past, present, older, newer.
- I can use dates where appropriate.
- I can describe historical events.
- I can place events in order on a timeline.
- I can describe significant people from the past.
- I can place events and artefacts in order on a timeline.
- I can use dates where appropriate.
- I can label timelines with words or phrases such as; past, present, older, newer
- I can describe significant people from the past.
- I can ask questions about people in the past.
- I can use phrases such as; a long time ago, recently, past, present and new



# Jerry Clay Academy: History – Year Group Expectations

## Year 2

- I can ask questions and find answers about the past
- I can label timelines with an increasing broader vocabulary of everyday historical terms.
- I can recount changes that have occurred in my own life and other cultures and identify similarities and differences between ways of life in different periods.
- I can use artefacts, pictures, stories, online sources and databases to find out about the past.
- I can describe historical events.
- I can place events and artefacts in order on a timeline.
- I can ask questions and find answers about the past
- I can use words such as; a long time ago, recently, years, decades and centuries to describe the passing of time.
- I can identify some of the different ways the past has been represented.
- I can describe significant people from the past and compare aspects of life in different periods.
- I can recognise and explain that there are reasons why people in the past acted as they did and why they had particular jobs.
- I can show a basic understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace
- I can use dates where appropriate
- I can show an understanding of the concept of nation and of a nation's history



# Jerry Clay Academy: History – Year Group Expectations

## **Year 3**

- I can suggest suitable sources of evidence for historical enquiries.
- I can give a broad overview of life in Britain from ancient until medieval times.
- I can place artefacts and historical figures on a time line using dates
- I can use evidence to ask questions and find answers to questions about the past
- I can suggest suitable sources of evidence for historical enquiries.
- I can describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- I can describe different accounts of an historical event, explaining some of the reasons accounts may differ.
- I can use appropriate historical vocabulary to communicate including:
  - Dates
  - Chronology
- I can describe different accounts of an historical event, explaining some of the reasons accounts may differ
- I can describe changes which have happened in the locality of the school throughout history.



# Jerry Clay Academy: History – Year Group Expectations

## **Year 4**

- I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- I can use evidence to ask questions and find answers to questions about the past.
- I can describe the social, ethnic, cultural or religious diversity of past society.
- I can suggest causes and consequences of some of the main events and changes in history.
- I can describe the social, ethnic, cultural or religious diversity of past society.
- I can compare some of the times studied with those of other areas of interest around the world.
- I can suggest causes and consequences of some of the main events and changes in history.
- I can understand the concept of change over time, representing this, along with evidence, on a time line.



# Jerry Clay Academy: History – Year Group Expectations

## Year 5

- I can use sources of evidence to deduce information about the past.
- I can seek out and analyse a wide range of evidence in order to justify claims about the past.
- I can use appropriate historical vocabulary to communicate including:
  - Dates
  - Time period
  - Era
  - Chronology
  - Continuity
  - Century
  - Decade
  - legacy
- I can understand that no single source of evidence gives the full answer to questions about the past.
- I can describe the social, ethnic, cultural or religious diversity of past society.
- I can describe the main changes in a period of history (using terms such as: social, political, religious and cultural)
- I can refine lines of enquiry as appropriate.
- I can use dates and terms accurately in describing events.
- I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- I can describe the social, ethnic, cultural or religious diversity of past society.
- I can identify continuity and change in the local history of the locality of the school.



# Jerry Clay Academy: History – Year Group Expectations

## Year 6

- I can identify periods of rapid change in history and contrast them with times of relatively little change.
- I can use appropriate historical vocabulary to communicate including:
  - Dates
  - Time period
  - Era
  - Chronology
  - Continuity
  - Century
  - Decade
  - Legacy
- I can select suitable sources of evidence, giving reasons for choice.
- I can use original ways to present information and ideas.
- I can describe the main changes in a period of history using terms such as; social, religious, political and cultural.
- I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- I can refine lines of enquiry as appropriate.
- I can describe the characteristics features of the past including:
  - Ideas
  - Beliefs
  - Attitudes and experiences of men, women and children.
- I can identify periods of rapid change in history and contrast them with times of relatively little change.
- I can show an awareness of the concept of propaganda and how historians must understand the social context of the evidence studied.
- I can compare some of the times studied with those of the other areas of interest around the world.
- I can give a broad overview of life in Britain and some major events from the rest of the world.
- I can identify continuity and change in the local history of the locality of the school.
- I can name jobs that local industries provide and can say how they have changed over time, and how they may change in the future.