



## Jerry Clay Academy: History – Year Group Expectations

Year Group	<b>Prehistoric Britain (changes in Britain from Stone age to Iron age.)</b>	<b>Ancient Civilisations (achievements of the earliest civilisations- overview and in depth study of one of the following: Indus Valley, Ancient Egypt or Shang Dynasty of Ancient China)</b>	<b>Ancient Greece (study of Ancient Greek life, achievements and their influence on the western world.)</b>	<b>Invaders including Romans, Vikings and Anglo-Saxons. (The Roman Empire and its impact on Britain Britain's settlements by Anglo Saxons and Scots or Struggle for the Kingdom of England to the time of Edward the Confessor)</b>	<b>A non- European society that provides a contrast with British history. (one chosen from Mayan civilisation AD 900 or Benin West Africa AD900-1300)</b>	<b>Local History Study (a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066  A local history study)</b>
Year 3	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can give a broad overview of life in Britain from ancient until medieval times.</p> <p>I can place artefacts and historical figures on a time line using dates.</p>	<p>I can use evidence to ask questions and find answers to questions about the past.</p> <p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can place artefacts and historical figures on a time line using dates.</p>	<p>I can use evidence to ask questions and find answers to questions about the past.</p> <p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can place artefacts and historical figures on a time line using dates.</p>	<p>I can use evidence to ask questions and find answers to questions about the past.</p> <p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can place artefacts and historical figures on a time line using dates.</p>	<p>I can use evidence to ask questions and find answers to questions about the past.</p> <p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can place artefacts and historical figures on a time line using dates.</p>	<p>I can use evidence to ask questions and find answers to questions about the past.</p> <p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can place artefacts and historical figures</p>



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	<p>I can use dates and terms to describe events.</p> <p>I can use evidence to ask questions and find answers to questions about the past.</p>		<p>I can describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>I can describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>I can describe different accounts of an historical event, explaining some of the reasons accounts may differ.</p>	<p>I can use dates and terms to describe events.</p> <p>I can use appropriate historical vocabulary to communicate including:</p> <ul style="list-style-type: none"> <li>• Dates</li> <li>• chronology</li> </ul>	<p>on a time line using dates.</p> <p>I can describe different accounts of an historical event, explaining some of the reasons accounts may differ.</p> <p>I can describe changes which have happened in the locality of the school throughout history.</p>
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