



Jerry Clay Academy: History – Year Group Expectations

Year Group	Prehistoric Britain (changes in Britain from Stone age to Iron age.)	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)	Ancient Greece (study of Ancient Greek life, achievements and their influence on the western world.)	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)	A non- European society that provides a contrast with British history. (one chosen from Mayan civilisation AD 900 or Benin West Africa AD900-1300)	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)
Year 6	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>I can use appropriate historical vocabulary to communicate including:</p> <ul style="list-style-type: none"> • Dates • Time period • Era • Chronology • Continuity • Century • Decade • Legacy 	<p>I can use appropriate historical vocabulary to communicate including:</p> <ul style="list-style-type: none"> • Dates • Time period • Era • Chronology • Continuity • Century • Decade • legacy <p>I can use original ways to present information and ideas.</p> <p>I can select suitable sources of evidence, giving reasons for your choices.</p>	<p>I can describe the characteristics features of the past including:</p> <ul style="list-style-type: none"> • ideas • beliefs • attitudes and experiences of men, women and children. <p>I can describe the main changes in a period of history using terms such as; social, religious, political and cultural.</p>	<p>I can refine lines of enquiry as appropriate.</p> <p>I can describe the characteristics features of the past including:</p> <ul style="list-style-type: none"> • ideas • beliefs • attitudes and experiences of men, women and children. <p>I can identify periods of rapid change in history</p>	<p>I can compare some of the times studied with those of the other areas of interest around the world.</p> <p>I can describe the characteristics features of the past including:</p> <ul style="list-style-type: none"> • ideas • beliefs • attitudes and experiences of men, women and children. 	<p>I can refine lines of enquiry as appropriate.</p> <p>I can identify continuity and change in the local history of the locality of the school.</p> <p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p>



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	<p>I can select suitable sources of evidence, giving reasons for choice.</p>		<p>I can use appropriate historical vocabulary to communicate including:</p> <ul style="list-style-type: none"> • Dates • Time period • Era • Chronology • Continuity • Century • Decade • legacy <p>I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p>	<p>and contrast them with times of relatively little change.</p> <p>I can use appropriate historical vocabulary to communicate including:</p> <ul style="list-style-type: none"> • Dates • Time period • Era • Chronology • Continuity • Century • Decade • legacy <p>I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>I can select suitable sources of evidence, giving</p>	<p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can use appropriate historical vocabulary to communicate including:</p> <ul style="list-style-type: none"> • Dates • Time period • Era • Chronology • Continuity • Century • Decade • legacy <p>I can use original ways to present information and ideas.</p> <p>I can select suitable sources of evidence, giving reasons for choices.</p> <p>I can give a broad overview of life in Britain and some major events from</p>	<p>I can use appropriate historical vocabulary to communicate including:</p> <ul style="list-style-type: none"> • Dates • Time period • Era • Chronology • Continuity • Century • Decade • Legacy <p>I can select suitable sources of evidence, giving reasons for choices.</p> <p>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.</p>
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				reasons for choices. I can show an awareness of the concept of propaganda and how historians must understand the social context of the evidence studied.	the rest of the world.	
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