

# Age-related expectations: History Cycle B, Autumn 1

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
<b>The Great Fire of London</b> <b>(Events beyond living memory, inc local history)</b>	<b>Ancient Greece</b>	<b>Stone Age to Iron Age</b> <b>Ancient Egypt</b>
<b>Knowledge and other learning</b>	<b>Knowledge and other learning</b>	<b>Knowledge and other learning</b>
<ul style="list-style-type: none"> <li>I know and can use words and phrases relating to time and chronology (eg old, new, past, a very long time ago, present, ancient, modern).</li> <li>I know what houses were like before the Great Fire of London and that fires were quite common.</li> <li>I know that Samuel Pepys' diary helps us to know what the Great Fire of London was like.</li> <li>I know why the fire spread quickly and how it was eventually put out.</li> <li>I know what changed as a consequence of the Great Fire of London.</li> </ul>	<ul style="list-style-type: none"> <li>I know that ancient Greece was divided into many city states and I know that Athens and Sparta were the most powerful. I know some of the main characteristics of the Athenians and the Spartans.</li> <li>I know about the influence the gods had on Ancient Greece.</li> <li>I know about the influence Ancient Greece has had on the Western world, eg philosophy, arts, science, maths, literature and politics.</li> <li>I know that democracy is a Greek word meaning 'government by the people' and that our government today is a legacy of the Athenian assembly and council.</li> </ul>	<ul style="list-style-type: none"> <li>I know how Britain changed between the beginning of the stone age and the iron age.</li> <li>I know the main differences between the Stone, Bronze and Iron ages.</li> <li>I know what is meant by 'hunter-gatherer'.</li> <li>I know about and can name some of the advanced societies that were in the world around 3000 years ago.</li> <li>I can compare life in Britain 3000 years ago to life in Ancient Egypt.</li> <li>I know that the ancient Egyptians had a writing system called hieroglyphics.</li> <li>I know that the ancient Egyptians built pyramids as tombs for pharaohs and that the biggest was built around 2500BC.</li> </ul>
<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence events (eg within my own life time) and objects (eg Victorian, 1970s and modern toys) in chronological order and give plausible reasons for this order.</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise similarities and differences between my life and the life of an older person (eg holidays, toys, transport).</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>I can explain how significant people and events have changed our way of life (eg why the Great Fire of London happened).</li> </ul> <p><b>Historical sources</b></p> <ul style="list-style-type: none"> <li>I can ask and answer questions about the past using different historical sources (eg photographs, written records, people).</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>I can use my historical imagination to make inferences about people's lives and their feelings (eg how Mary Seacole felt when tending injured soldiers).</li> </ul>	<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence key periods and events in chronological order using historical knowledge and / or enquiry skills and a growing awareness of dates.</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise similarities and differences between the lives of people living in different periods of time.</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>I can explain why significant events happened, why people behaved as they did, and begin to think about the consequences this may have had (eg why the Romans invaded Britain and what this meant for British people).</li> </ul> <p><b>Historical sources</b></p> <ul style="list-style-type: none"> <li>I can ask and answer questions about the past using primary and secondary sources to gain a clearer understanding.</li> <li>I can begin to evaluate historical sources with an awareness that recent history has a greater number of sources.</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>I understand that people may have different interpretations of the past (eg Howard Carter: tomb raider or celebrated archaeologist?) and that there may be different points of view in primary and secondary sources.</li> </ul>	<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence key periods of British and world history in chronological order using dates.</li> <li>I can use a timeline to give information about a period of history (eg plot key developments across a period of local history) or a theme (eg plot key developments of a theme, like transport, across periods of history).</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise and offer plausible explanations for similarities and differences between the lives of people living in different periods of time and also between people living during the same period of time but in different places (eg comparing Viking Britain to the Early Islamic Civilisation).</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>I can explain why significant events happened and why people behaved as they did, and can understand the consequences, including those for the present day (eg conflicts, inventions and other advances).</li> </ul> <p><b>Historical sources</b></p> <ul style="list-style-type: none"> <li>I can evaluate historical sources based on reliability and bias.</li> <li>I can ask and answer questions by selecting from a range of sources (both primary and secondary) to gain a clearer understanding.</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>I can debate different interpretations of people and events and demonstrate an appropriate understanding of different points of view.</li> </ul>