

HISTORY SUBJECT LEARNING EXPECTATIONS



Programme of Study

Key Stage 1	Historical Changes	Historical Inventions	Local History
<p>Pupils should be taught about:</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Expectations</p> <p>I must be able to ask what, where and when questions about people, places and artefacts from the past</p> <p>I must be able to use artefacts and pictures to help me talk about the past</p> <p>I must be able to talk about similarities and differences between the past and present</p> <p>I should be able to make comparisons between people, places and artefacts from the past with the present</p> <p>I should be able to use some time related vocabulary to refer to different historical periods.</p> <p>I could give reasons for the changes that have happened.</p> <p>I could order artefacts/ photographs/events on a time line</p> <p>I could label a time line with time related vocabulary (now, then, past, present) and dates</p>	<p>Expectations</p> <p>I must be able to ask what, where and when questions about inventions from the past</p> <p>I must be able to identify inventions from the past and present.</p> <p>I must be able to use artefacts, pictures and books to help me find out about inventions from the past</p> <p>I must be able to identify any similarities and differences between past and present inventions</p> <p>I should be able to give reasons for these differences</p> <p>I could use historical words and phrases when talking about inventions from the past (before I was born, a long time ago,</p> <p>I could refer to different time periods when discussing inventions</p>	<p>Expectations</p> <p>I must be able to identify a significant individual from the past using photographic evidence</p> <p>I must understand that a significant individual lived in a different time period</p> <p>I should be able to give reasons for knowing why a historical figure lived in a different time</p> <p>I should be able to talk about the achievements of a significant individual from the past</p> <p>I should be able to talk about how a historical figure lived during that time period</p> <p>I could name other historical figures that lived in the same time period</p> <p>I could name historical events that happened during that time period</p> <p>I could say why a significant individual is historically relevant today</p> <p>I could use historical word and phrases when talking about a historical figures and periods of time (before I was born, a long time ago,</p>

Programme of Study

Key Stage 1 Pupils should be taught about:	Superheroes Historical People Super hero's- Martin Luther King and Nelson Mandela	Castles History of Britain Kings and Queens	Space Exploration Historical Global Events First Man on the Moon
<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Expectations</p> <p>I must be able to identify a significant individual from the past using photographic evidence</p> <p>I must understand the person lived in a different time period</p> <p>I should be able to give reasons for knowing why this person lived in a different time</p> <p>I should be able to talk about the achievements of a significant individual from the past</p> <p>I should be able to compare the life and achievements of one person with those of a similar person</p> <p>I could give reasons for how a person influenced the life and achievement of another person</p> <p>I could give reasons as to why this person became significant at the time</p> <p>I could give reasons why this is person is historically relevant today</p> <p>I could use historical words and phrases to talk about dates, time period, era, change and chronology</p> <p>I could use my literacy, numeracy and computing skills show my understanding of the importance of this event in history.</p>	<p>Expectations</p> <p>I must be able to ask questions and find answers to questions about the past</p> <p>I must be able to use evidence such as artefacts, pictures, stories and online sources to find out about the past</p> <p>I must be able to describe important historical people and events in Britain's history</p> <p>I should be able to place historical events or people in order on a time line of Britain's history</p> <p>I should recognise that there are reasons why people in the past acted as they did.</p> <p>I should be able to identify some of the different ways the past has been represented</p> <p>I could suggest sources of evidence to find about a part of Britain's history</p> <p>I could use more than one source to give a more accurate understanding</p> <p>I could describe different accounts of the event and give reasons as to why they are different</p> <p>I could use my literacy, numeracy and computing skills to share my knowledge about the past.</p>	<p>Expectations</p> <p>I must be able to ask enquiry based questions about a famous historical event</p> <p>I must be able to find out about a historical event using photographs, artefacts, stories, information books and the internet</p> <p>I must be able to describe the historical event</p> <p>I should be able to place the historical event on a time line in order of other historical events</p> <p>I should be able to compare the historical event with similar events throughout history</p> <p>I should be able to give reasons as to why the historical event played an important part of history</p> <p>I should be able to place the event on a time line and label and date the time line</p> <p>I could suggest sources of evidence to find about the historical event</p> <p>I could use more than one source to give a more accurate understanding</p> <p>I could describe different accounts of the event and give reasons as to why they are different</p> <p>I could give reasons why this historical event occurred when it did</p> <p>I could talk about the effects of the historical event on society</p> <p>I could compare the historical event with similar events throughout history</p> <p>I could use my literacy, numeracy and computing skills show my understanding of the importance of this event in history.</p>

Programme of Study

Key Stage 2 Pupils should be taught about:	London Now and Then Historical National Events The great Fire of London	Ancient Egypt Early Civilisations The Egyptians	Dragonology Changes to the settlement of Britain The Viking and Anglo Saxon Struggle
<p>Changes in Britain from the Stone Age to the Iron age. This could include: late Neolithic hunter-gatherers and early farmers (for example, Skara Brae), Bronze Age religion, technology and travel (for example, Stonehenge), Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p>The Roman Empire and its impact on Britain. This could include Julius Caesar's attempted invasion in 55-54BC, the Roman Empire by AD42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudicca, 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs including early Christianity</p> <p>Britain's settlement by Anglo-Saxons and Scots. This could include: Roman withdrawal from Britain in c AD410 and the fall of the western Roman Empire, Scots' invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066</p> <p>A local history study. For example: a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066, a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. For example: the changing power of monarchs, using case studies such as John, Anne and Victoria, changes in an aspect of social History, such as crime and punishment from the Anglo-Saxons to the present or Leisure and entertainment in the 20th century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British History, including the present day, a significant turning point in British history (for example, the first railways or the Battle of Britain)</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; the Indus Valley; Ancient Egypt; the Shang Dynasty of Ancient China</p> <p>Ancient Greece- a study of Greek Life and achievements and their influence on the western world.</p> <p>A non-European society that provides contrast with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c AD900; Mayan civilisation c AD900; Benin (West Africa) c AD 900-1300</p>	<p>Expectations</p> <p>I must be able to ask questions about the significance of historical national events</p> <p>I must be able to place a historical event on a time line in order of other historical national events</p> <p>I must be able to recall some basic facts about a historical national event (names, dates, times)</p> <p>I should be able to use evidence to ask questions and find answers to questions</p> <p>I should be able to use a variety of sources to find out about a historical event</p> <p>I should be able to discuss the causes of an important historical event</p> <p>I could discuss the consequences of a historical event on society both at the time and in the time following</p> <p>I should be able to discuss the different ways a historical event has been represented</p> <p>I could talk about the event using appropriate historical vocabulary to include dates, time period, changes, chronology</p> <p>I could describe different accounts of a historical event and give reasons for why these accounts are different</p> <p>I could use my literacy, numeracy and computing skills show my understanding of the importance of this event in history.</p>	<p>Expectations</p> <p>I must be able to ask questions about the achievements of early civilisation</p> <p>I must be able to place an early civilisation on a time line in chronological order alongside other (more recent) civilisations</p> <p>I must be able to use a map to locate where the first civilisations appeared</p> <p>I should be able to use evidence to ask questions and find answers to questions</p> <p>I should be able to place other early civilisations on a time line (in chronological order) to get an overview of when they appeared</p> <p>I should be able to discuss the achievements of an early civilisations</p> <p>I could explain how the achievements of an early civilisation impacted on the future</p> <p>I could describe the social, ethnic, cultural or religious diversity of an early civilisation</p> <p>I could describe the features of an early civilization including ideas, beliefs attitudes and experiences of women, children and men.</p> <p>I could compare two or more early civilisations from different parts of the world</p> <p>I could use my literacy, numeracy and computing skills show my understanding of the importance of this event in history.</p>	<p>Expectations</p> <p>I must be able to ask questions to find out about a period of change in Britain's history</p> <p>I must be able to use evidence to ask and answer questions about a period of change in Britain's history</p> <p>I should be able to place events and historical figures on a timeline and use dates and historical terms to talk about events</p> <p>I should know that our knowledge of the past comes from a variety of sources</p> <p>I should be able to choose and use a variety of sources to find out about the past</p> <p>I should be able to discuss the causes of</p> <p>I should be able to discuss the consequences</p> <p>I could give a broad overview of Britain's settlement over time</p> <p>I could use my literacy, numeracy and computing skills to show my understanding of the importance of the Viking invasion</p>

Programme of Study

<p>Key Stage 2</p> <p>Pupils should be taught about:</p>	<p>Themes in British History</p> <p>The Victorians and Industrialisation</p> <p>The Victorians</p>	<p>Changes to Britain from the Stone Age to the Iron Age</p> <p>Inventors</p>	<p>The Roman Empire and its impact on Britain</p> <p>The Romans</p>
<p>Changes in Britain from the Stone Age to the Iron age. This could include: late Neolithic hunter-gatherers and early farmers (for example, Skara Brae), Bronze Age religion, technology and travel (for example, Stonehenge), Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p>The Roman Empire and its impact on Britain. This could include Julius Caesar's attempted invasion in 55-54BC, the Roman Empire by AD42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudicca, 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs including early Christianity</p> <p>Britain's settlement by Anglo-Saxons and Scots. This could include: Roman withdrawal from Britain in c AD410 and the fall of the western Roman Empire, Scots' invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066</p> <p>A local history study. For example: a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066, a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. For example: the changing power of monarchs, using case studies such as John, Anne and Victoria, changes in an aspect of social History, such as crime and punishment from the Anglo-Saxons to the present or Leisure and entertainment in the 20th century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British History, including the present day, a significant turning point in British history (for example, the first railways or the Battle of Britain)</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; the Indus Valley; Ancient Egypt; the Shang Dynasty of Ancient China</p> <p>Ancient Greece- a study of Greek Life and achievements and their influence on the western world.</p> <p>A non-European society that provides contrast with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c AD900; Mayan civilisation c AD900; Benin (West Africa) c AD 900-1300</p>	<p>Expectations</p> <p>I must be able to ask questions about the past using a wide vocabulary of historical terms</p> <p>I must be able to select and use a range of primary and secondary sources to find out about the past</p> <p>I must be able to identify similarities and difference between ways of life in different time periods</p> <p>I should know where people and events from this time period fall chronologically in relation to other historical time periods, people and events</p> <p>I should know about significant (national and international) individuals from this time period</p> <p>I should know about significant historical events, people and places in my own locality</p> <p>I could argue the role these significant (national and international) individuals played in shaping history in an unbiased way using a range of sources</p> <p>I could understand and give examples of how the past is represented in different ways</p>	<p>Expectations</p> <p>I must be able to place events, artefacts and historical figures on a time line using dates.</p> <p>I must notice changes, cause and similarity and difference and significance between these ages.</p> <p>I should ask and answer relevant questions about these ages.</p> <p>I should understand the concept of change over time and represent it with a range of evidence on a time line.</p> <p>I should understand how life in Britain changed during these times.</p> <p>I should support, evaluate and challenge ideas and views using a range of historical evidence from different sources.</p>	<p>Expectations</p> <p>I must be able to ask questions about the achievements of early civilisation</p> <p>I must be able to place an early civilisation on a time line in chronological order alongside other (more recent) civilisations</p> <p>I must be able to use a map to locate where one of the first civilisations appeared</p> <p>I should be able to use evidence to ask questions and find answers to questions</p> <p>I should be able to place other early civilisations on a time line (in chronological order) to get an overview of when they appeared</p> <p>I should be able to discuss the achievements of an early civilisations</p> <p>I could explain how the achievements of an early civilisation impacted on the future</p> <p>I could describe the social, ethnic, cultural or religious diversity of an early civilisation</p> <p>I could describe the features of an early civilization including ideas, beliefs attitudes and experiences of women, children and men.</p> <p>I could compare two or more early civilisations from different parts of the world</p> <p>I could use my literacy, numeracy and computing skills show my understanding of the importance of this event in history.</p>

Programme of Study

Key Stage 2 Pupils should be taught about:	Ancient Greece	The Tudors	Heroes and Villains throughout History
<p>Changes in Britain from the Stone Age to the Iron age. This could include: late Neolithic hunter-gatherers and early farmers (for example, Skara Brae), Bronze Age religion, technology and travel (for example, Stonehenge), Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p>The Roman Empire and its impact on Britain. This could include Julius Caesar's attempted invasion in 55-54BC, the Roman Empire by AD42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudicca, 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs including early Christianity</p> <p>Britain's settlement by Anglo-Saxons and Scots. This could include: Roman withdrawal from Britain in c AD410 and the fall of the western Roman Empire, Scots' invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066</p> <p>A local history study. For example: a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066, a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. For example: the changing power of monarchs, using case studies such as John, Anne and Victoria, changes in an aspect of social History, such as crime and punishment from the Anglo-Saxons to the present or Leisure and entertainment in the 20th century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British History, including the present day, a significant turning point in British history (for example, the first railways or the Battle of Britain)</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; the Indus Valley; Ancient Egypt; the Shang Dynasty of Ancient China</p> <p>Ancient Greece- a study of Greek Life and achievements and their influence on the western world.</p> <p>A non-European society that provides contrast with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c AD900; Mayan civilisation c AD900; Benin (West Africa) c AD 900-1300</p>	<p>Expectations</p> <p>I must be able to locate Greece on a map.</p> <p>I must know when Ancient Greek Civilisation began.</p> <p>I must ask questions about the Greeks and their way of life.</p> <p>I must be able to identify the time period in which the Ancient Greeks lived.</p> <p>I must be able to place the Greek time period chronologically onto a time line with other historical time periods.</p> <p>I must understand the achievements of the ancient Grecians and how this influenced the western world.</p> <p>I must be able to select and use a range of primary and secondary sources to find out about the past</p> <p>I must use appropriate historical vocabulary to communicate dates, time period, era, chronology, continuity, change, century, decade, legacy</p> <p>I should understand that the Ancient Greeks lived a long time ago.</p> <p>I should understand that the Greeks lived in a different part of the world.</p> <p>I should be able to discuss the Grecian way of life and compare it to life today.</p> <p>I should be able to identify important figures from this time period.</p> <p>I should be able to use historical vocabulary relevant to the Ancient Greek period.</p> <p>I should be able to discuss Greek mythology and their gods.</p>	<p>Expectations</p> <p>I must know when the Tudor period took place.</p> <p>I must ask questions about the Tudors and their way of life.</p> <p>I must be able to identify the time period in which the Tudors lived.</p> <p>I must be able to place the Tudor period chronologically onto a time line with other historical time periods.</p> <p>I must use appropriate historical vocabulary to communicate dates, time period, era, chronology, continuity, change, century, decade, legacy</p> <p>I must be able to select and use a range of primary and secondary sources to find out about the past</p> <p>I should be able to discuss the Tudor way of life and compare it to life today.</p> <p>I should be able to identify important figures from this time period such as Henry VIII</p> <p>I should be able to use historical vocabulary relevant to the Tudor period.</p>	<p>Expectations</p> <p>I must ask questions about heroes and villains throughout history</p> <p>I must examine changes throughout the history of heroes and villains e.g. in crime and punishment</p> <p>I must understand the concepts of continuity and change over time</p> <p>I must be able to select and use a range of primary and secondary sources to find out about the past</p> <p>I must use appropriate historical vocabulary to communicate dates, time period, era, chronology, continuity, change, century, decade, legacy</p> <p>I should identify key figures in the history of heroes and villains</p> <p>I should use dates and terms accurately in describing key figures and event</p> <p>I could compare and contrast different historical periods</p>

Programme of Study

Key Stage 2 Pupils should be taught about:	WW2	Immigration to London	Shakespeare and the Globe
<p>Changes in Britain from the Stone Age to the Iron age. This could include: late Neolithic hunter-gatherers and early farmers (for example, Skara Brae), Bronze Age religion, technology and travel (for example, Stonehenge), Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p>The Roman Empire and its impact on Britain. This could include Julius Caesar's attempted invasion in 55-54BC, the Roman Empire by AD42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudicca, 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs including early Christianity</p> <p>Britain's settlement by Anglo-Saxons and Scots. This could include: Roman withdrawal from Britain in c AD410 and the fall of the western Roman Empire, Scots' invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066</p> <p>A local history study. For example: a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066, a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. For example: the changing power of monarchs, using case studies such as John, Anne and Victoria, changes in an aspect of social History, such as crime and punishment from the Anglo-Saxons to the present or Leisure and entertainment in the 20th century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British History, including the present day, a significant turning point in British history (for example, the first railways or the Battle of Britain)</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; the Indus Valley; Ancient Egypt; the Shang Dynasty of Ancient China</p> <p>Ancient Greece- a study of Greek Life and achievements and their influence on the western world.</p> <p>A non-European society that provides contrast with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c AD900; Mayan civilisation c AD900; Benin (West Africa) c AD 900-1300</p>	<p>Expectations</p> <p>I must understand what life was like in Britain during this period and give an overview</p> <p>I must be able to locate key locations on a map.</p> <p>I must identify and describe major events in Britain and the rest of the world at this time</p> <p>I must be able to select and use a range of primary and secondary sources to find out about the past</p> <p>I must use dates and times accurately in describing events</p> <p>I must describe the main changes in a period of history using terms such as: social, religious, political, technological and cultural</p> <p>I must use appropriate historical vocabulary to communicate dates, time period, era, chronology, continuity, change, century, decade, legacy</p> <p>I should compare the times studied in Britain with other events in other countries during this period</p> <p>I should compare periods of rapid change in history and contrast them with times of relatively little change</p> <p>I could describe and contrast characteristic features of the past, including ideas, beliefs attitudes and experiences of men, women and children</p>	<p>Expectations</p> <p>I must identify continuity and change in the history of the locality and the school</p> <p>I must describe the social, ethnic, cultural or religious diversity of our society in the past</p> <p>I must be able to select and use a range of primary and secondary sources to find out about the past</p> <p>I must understand the concepts of continuity and change over time, representing them, along with evidence, on a time line</p> <p>I must use dates and times accurately in describing events</p> <p>I must use appropriate historical vocabulary to communicate dates, time period, era, chronology, continuity, change, century, decade, legacy</p> <p>I should compare periods of rapid change in history and contrast them with times of relatively little change</p> <p>I could describe and contrast characteristic features of the past, including ideas, beliefs attitudes and experiences of men, women and children</p>	<p>Expectations</p> <p>I must use dates and times accurately in describing events</p> <p>I must understand the concepts of continuity and change over time, representing them, along with evidence, on a time line</p> <p>I must be able to select and use a range of primary and secondary sources to find out about the past</p> <p>I must describe the main changes in a period of history using terms such as: social, religious, political, technological and cultural</p> <p>I must use appropriate historical vocabulary to communicate dates, time period, era, chronology, continuity, change, century, decade, legacy</p> <p>I should describe characteristic features of the past, including ideas, beliefs attitudes and experiences of men, women and children.</p>