

The Gateway Primary Academy

Progression in Skills and Knowledge – History



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical knowledge and understanding	I can use pictures and role play to describe events from the past.	I can use pictures and role play to describe and re-enact events from the past (Great Fire of London workshop)	I can use artefacts, pictures, roleplay, primary and secondary sources to describe events from the past.	I can use a range of sources to describe what life was like in the Tudor Period and begin to recognise which sources are more reliable than others.	I can make choices about how I present my understanding of the past and use a range of skills from across the curriculum to choose the most appropriate method.	I can make choices about how I present my understanding of the past and use a range of skills from across the curriculum to choose the most appropriate method. I can evaluate my approach.
	I can recognise the similarities and differences between life at the seaside during a time in the past and today.	I can describe the similarities and differences between life during a time in the past and life today, for example life in Victorian times.	I can identify and describe changes between the Celtic and Roman periods.	I can identify and describe with increasing independence changes in England after the invasion of the Vikings.	I can identify and describe changes within and between Victorians and the present day. <i>I can examine Ancient Greece; identifying contrasts with and influences on British society.</i>	I can describe changes in British society that occurred during World War 2. <i>I can examine the Ancient Egyptians period; identifying contrasts with and influences on British society at the time.</i>
	I can describe the similarities and differences between toys in the past and now. I can describe how toys have changed over time.	I can recognise how London has changed over time and begin to understand why those changes have happened e.g. rebuilding London after the fire.	I can give simple reasons as to why the Romans invaded Britain and why the Britons revolted.	I can identify and describe changes from the Tudor period to now with increasing independence.	I can understand the concept of the Ancient Greek legacy and how they have impacted on our lives today e.g. the Olympics and democracy.	I can identify and describe changes between the Egyptians and modern day society.
	I can use a wide vocabulary of everyday historical terms including those related to the passing of time.	I can use a wide range of everyday historical terms including those related to those related to the passing of time, e.g.	I can use dates and vocabulary relating to the passage of time including ancient, decade, modern, century, AD and BC.	I can use key topic vocabulary such as: century, decade and invasion.	I can use and understand topic specific vocabulary and concepts terms such as empire, civilisation, parliament, democracy and peasantry.	I use and understand topic specific vocabulary, concepts and terms such as empire, civilisation, parliament and peasantry during discussions and my written work.

The Gateway Primary Academy

Progression in Skills and Knowledge – History



		before, after, a long time ago, past.				
	<i>I can place events in chronological order and order objects such as toys from oldest to newest.</i>	<i>I can create a timeline showing houses from different periods in time to begin to develop my sense of chronology.</i>	<i>I can begin to place periods of history in chronological order on a timeline.</i>	<i>I can place the Tudors on a time line.</i> <i>I can place the Vikings on a timeline.</i>	<i>I can place the Ancient Greeks on a timeline and use the terms AD and BC.</i> I can recognise where Victorian Britain fits in, in British history.	I know what periods of time came before and after the Egyptians. <i>I can place and order key events in World War 2 in chronological order Stage 6</i> I know the events that led up to World War 2.
	<i>I can place periods of history in chronological order on a timeline including key events from a specific period.</i>	<i>I can place events and objects in chronological order to create simple timelines, for the Great of London.</i>	I know (3/4) key events within the Roman period. <i>I can place key events (3/4) within the Roman period on a timeline.</i>	I know periods of history in order including AD to BC. <i>I can place periods of history in a chronological order on a timeline including AD to BC.</i> I know (3/4) key events within the Viking period. <i>I can place key events (3/4) within the Viking period on a timeline.</i>	I can make links between events within Ancient Greece; giving reasons for them and explaining the result. I know periods of history in chronological order including key events from a specific period. <i>I can place periods of history in chronological order on a timeline including key events from a specific period.</i>	I know periods of history in chronological order including key events from a specific period. <i>I can place periods of history in chronological order on a timeline including key events from a specific period.</i>
	I can recall some significant individuals and events (Bonfire night) from the wider world e.g. Theodore	I can discuss significant events and people from the wider world, within and beyond my living memory, for example the	I can identify and discuss the extent and influence of the	I understand why the Vikings invaded Britain. I can understand the impact of Tudors on Dartford.	I can recall significant events/people in the Victorian times and create a	I can identify significant people and the impact they had in World War 2.

The Gateway Primary Academy

Progression in Skills and Knowledge – History



	Roosevelt introduced the idea of the teddy bear.	Great Fire of London, remembrance day.	Roman Empire in the world.	I can name and describe significant people in the Tudor period including Henry VIII	timeline of significant events in the Ancient Greeks.	I can identify significant people and the impact they had in Ancient Egypt.
	I am beginning to understand how my local area has changed over time through discussions with my family.	I can discuss some significant historical events, people and places in my local area, for example Hall Place.	I can discuss the Roman legacy in Britain and in their locality. I can discuss the impact of the Romans on life in Britain and what evidence there is of that today.	I can understand what impact the Vikings had on Britain and what evidence there is of it still existing today.	I can describe and explain the impacts of significant Victorian events on people and places in Dartford.	I know the impact of World War 2 in Dartford.
Historical enquiry skills	<i>I can ask questions about the past.</i>	<i>I can use a range of question words to ask questions about the past.</i>	<i>I can begin to create historically valid questions about similarities and differences.</i>	I can create historically valid questions about similarities and differences between the past and present. <i>I can choose appropriate sources to answer questions about specific aspects of Viking life.</i>	<i>I can create historically valid questions about cause and significance.</i>	<i>I can create historically valid questions about World War 2 and the Ancient Egypt</i>
	I knows some of the ways that we can find out about the past such as through photographs, pictures, museum visits (Toy Museum) and artefacts.	<i>I can identify how photographs, pictures, museum visits and artefacts help me learn about the past.</i>	I can begin to understand that the same time in history can be represented in different ways.	I can use different sources to describe the Viking ways of life. <i>I can begin to identify the differences between primary and secondary sources of information.</i>	I can begin to suggest reasons for conflicting historical accounts, using primary and secondary sources.	I can suggest reasons for conflicting historical accounts using primary and secondary sources about World War 2 and the Ancient Egyptians.

The Gateway Primary Academy

Progression in Skills and Knowledge – History



	<i>I can answer questions about the past using given sources.</i>	<i>I am beginning to use pictures, stories, diaries, artefacts, museum visits (Hall Place) and photos to answer questions about the past.</i>	<i>I can use appropriate sources to answer questions about the Romans and events in the Roman period.</i>	<i>I can compare sources to gain an understanding that events and people can be represented in different ways.</i>	<i>I can analyse sources of information for their accuracy, usefulness and relevance and draw conclusions from them.</i>	<i>I can analyse sources of information for their accuracy, usefulness and relevance and draw conclusions from them.</i>
	<i>I can describe features of an artefact to find out about the past.</i>	<i>I can describe features of an artefact to find out about the past.</i>	<i>I can examine artefacts and explain what they show us about that time in history.</i>	<i>I can draw conclusions about events and people using different sources.</i>	<i>I can examine artefacts and explain what they show us about that time in history.</i>	<i>I can examine artefacts from World War 2 and generate deeper questions.</i>