**Year 2:**

* I know how some people have helped us to have better live
* ·I can recount the life of someone famous from Britain who lived in the past and I know about what they did to make the world a better place.
* ·I know about the life of a famous person from the past because I know how to research.
* - I know how to use books and the internet to find out more information about the past.
* - I know how to find out things about the past by talking to an older person.
* - I know about how things were different when my grandparents were children
* ·I know what certain objects from the past might have been used for.

**Year 1:**

I know about many of the changes that have happened in my lifetime.

· I know how to ask and answer questions about old and new object.

· I can use words and phrases like: old, new, a long time ago. · I can spot old and new things in a picture. · I can use words and phrases like: before, after, past, present, then, now.

· I can give examples of things that were different when my grandparents were children. · I know about someone famous who was born or lived near our town.

· I know why there is a monument to a famous person or event in the town.

**Year 3:**

I know about how the stone age people hunted for their food and what they ate. · I know about many of the differences between the stone, bronze and iron ages

- I know what people learnt from stone aged paintings. · I am able to describe what a typical day would have been like for stone age man, woman or child. · I know about and can talk about the struggle between Athenians and the Spartans. · I know about some of the things that the Greeks gave the world. · I know that the Greeks were responsible for the birth of the Olympics. · I know that the Greek Gods were an important part of Greek culture

- I know how to locate Greece on a map.

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**History - progression of skills map**

**Year 6:**

**-** I know that Britain was invaded on more than one occasion.

· I know that the Anglo-Saxons and Vikings were often in conflict.

· I know how to use a timeline to show when the Vikings raids started.

- I know why the Vikings often overpowered the Anglo-Saxons.

- I can show on a map where the Vikings came from and where they invaded our country.

- I know that many Vikings came to our country as peaceful farmers.

- I can research in order to find similarities and differences between two or more periods of history. · I know how to place features of historical events and people from the past societies and periods in a chronological framework.

- I know about the main events from a period of history, explaining the order of events and what happened.

· I know that many of the early civilizations gave much to the world.

**Year 4:**

I know about at least three things that the Romans did for our country. · I know why the Romans needed to build forts in this country. · I know that Rome was a very important place and many decisions were made there. · I know about the lives of at least two famous Romans. · I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently). · I can research to find answers to specific historical questions about our locality. · I can research what it was like for children in a given period of history and present my findings to an audience. · I know how our locality today has been shaped by what happened in the past. · I know how historic items and artefacts have been used to help build up a picture of life in the past. · I know about the impact that periods of history had on the world.

· I know about the impact that periods of history had on the world.

**Year 5:**

· I know where the Anglo-Saxons came from. · I know at least two famous Anglo-Saxons. · I can use a time line to show when the Anglo-Saxons were in England. · I know the link between Anglo-Saxons and Christianity. · I know that many Anglo-Saxons were farmers. · I know that the Anglo-Saxons gave us many of the words that we use today.

- I can describe events from the past using the dates things happened

- I know how an event or events from the past shaped our life today. · I can draw a timeline with different historical periods showing key historical events or lives of significant people.

I know how crime and punishment has changed over a period of time.

- I know how Britain has had a major influence on the world. · I know how the lives of wealthy people were different from the lives of poorer people. · - I know how the lives of wealthy people were different from the lives of poorer people.

- I know why there is a monument to a famous person or event in the town.