



Holy Trinity CE Primary School

History – Progression of Skills

	AUT 1	AUT 2	Spring 1	Spring 2	SUM 1	Sum 2
EYFS	<p>Journeys through time, place and mind I can talk about the lives of the people around me</p>	<p>The Power of the Arts I can describe some similarities and differences between the past and now in animation</p>	<p>In the beginning...</p>	<p>Let's Discover...? I can talk about how transport has changed overtime</p>	<p>The world within London I can talk about how London has changed overtime</p>	<p>The World – processes and changes</p>
Year 1	<p>Journeys through time, place and mind I can describe how local landmarks and facilities are used</p>	<p>The Power of the Arts I can use secondary sources to identify different composers I can use secondary sources to explore facts about a famous past composer I can order significant events of a famous composer on a timeline</p>	<p>In the beginning... I can plot a timeline of the Jurassic ages</p>	<p>Let's Discover...? I can identify inventions that have changed our lives I can use a timeline to plot different inventions</p>	<p>The world within London I can identify the cause and effect of changes in the park</p>	<p>The World – processes and changes</p>

<p>Year 2</p>	<p>Journeys through time, place and mind I can use secondary sources to describe how Holy Trinity church has changed overtime</p>	<p>The Power of the Arts I can make a timeline of the history of ballet I can name the different areas of a theatre</p>		<p>Let's Discover...? I can use sources to secondary identify inventions from the past I can make a timeline of key events in the history of aviation I can identify key facts about a significant inventor I can describe Leonardo Da Vinci's flying inventions</p>	<p>The world within London I can explain how the fire spread and the role of the River Thames I can identify causes of the fire spreading and the role of the River Thames I know how to use secondary sources to explain how we know about the Great Fire of London I can give examples of how we know about the Great Fire of London I can explain the importance of Samuel Pepys diaries as a primary source I can describe how London changed after the Great Fire</p>	
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<p>Year 3</p>	<p>Journeys through time, place and mind I can make a timeline of changes and events (1920 – present day) in Brixton I can describe how local landmarks have changed overtime and why</p>	<p>The Power of the Arts I can arrange events from Ancient Greece in chronological order I can give examples of different legacies I can name gods and goddess's from Greek mythology I can explain the purpose of theatre in Ancient Greece I can design an image for an Ancient Greek pot</p>		<p>Let's Discover...? I can explain how archaeology informs us of prehistoric Britain I can order the different periods of Stone Age on a timeline I can describe life in a Neolithic settlement I can think like an archaeologist and discuss how historical evidence found at Skara Brae might suggest about what life was like there. I can describe the physical geographical features of Skara Brae I can describe some ways in which life changes from the Stone Age to the Bronze Age</p>	<p>The world within London I can order the key events of the Blitz in London on a timeline I can use historical maps and photographs to locate the bomb sites I can explain why and how the children were evacuated I can use secondary sources as evidence I can use secondary sources to describe how rationing was used in WW2 I can use secondary sources to explain the steps people used to protect themselves I can use historical photographs to describe the impact of the Blitz</p>	
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<p>Year 4</p>	<p>Journeys through time, place and mind I can order the events in chronological order I can explain how the Windrush generation helped to rebuild Great Britain</p>	<p>The Power of the Arts I can order events of changes of London's landscape on a timeline I can identify the cause and effects of WW2 to the buildings of London I can name famous buildings that have changed their usage overtime</p>		<p>Let's Discover...? I can order dates of early forms of communication on a timeline I can describe early communication inventions I can explain how early computing was developed I can compare early and modern telecommunications I can compare Ada Lovelace and Tim Bernes Lee and their impact on modern technology</p>	<p>The world within London I can explain who the Celts were and how they lived I can order the Roman invasion Great Britain on a timeline. I can describe Boudica from different perspectives I can identify factors for the Romans settling in Londinium I can describe different aspects of Roman life in Londinium I can identify the impact of Romans in London today</p>	
<p>Year 5</p>	<p>Journeys through time, place and mind I know the reasons and order of events for the migration of the Windrush generation I can identify types of jobs the Windrush generation did and</p>	<p>The Power of the Arts I can summarise key facts about Queen Victoria's life I can identify positive and negative effects of the Industrial Revolution on life in Britain</p>		<p>Let's Discover...? I can locate on a map where the Mayas lived I can identify the four main periods of Maya history and can plot them on a timeline I can describe the Mayan's discoveries in astronomy</p>	<p>The world within London I can explain how and why the Underground was built I can compare the original and modern Underground</p>	

	<p>discrimination they faced</p> <p>I can describe the long lasting legacy of the Windrush generation on the workforce today</p> <p>I can describe the experiences of the Windrush generation</p>	<p>I can sort inventions pre, during and post Industrial Revolution</p> <p>I can use Van Gogh's paintings to explain the influence of Victorian Britain</p>		<p>I can compare the Mayan number system to our number systems</p>	<p>maps</p> <p>I can give examples of why and how the Underground was used during the Blitz</p>	
Year 6	<p>Journeys through time, place and mind</p> <p>I can explain how triangular trade and transatlantic slave trade came about</p> <p>I can create a timeline of key events of the Benin kingdom</p> <p>I can understand where people moved to and were forced to settle</p> <p>I can explain how slavery came to an end</p>	<p>The Power of the Arts</p> <p>I can use observations and opinions to write a character description of Queen Elizabeth I</p> <p>I can describe the differences between the daily life for the rich and the poor in Elizabethan England.</p> <p>I can describe a the differences between the leisure activities of the upper and lower class in Elizabethan England</p>		<p>Let's Discover...?</p> <p>I can explain the origins of the Angles, Jutes and Scots</p> <p>I can identify locations of Anglo-Saxon kingdoms and settlements on a map</p> <p>I can explain why settlements were located in different places.</p> <p>I can use a timeline to plot key events and trends in the Anglo-Saxon period</p> <p>I can describe the impact of the attack on Lindisfarne and the subsequent Viking occupation.</p>	<p>The world within London</p> <p>I can give examples of different ways life in Britain was effected by the end of the war</p> <p>I can summarise the key facts of how the British Empire changed after the Second World War</p> <p>I can summarise the key facts of the creation of the NHS and how it improved the lives of people living in Britain</p>	

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