



**Holy Trinity  
C of E (VC)  
Primary School  
Halstead**

# History

# PROGRESSION MAP

September 2022

[www.holytrinityhalstead.com](http://www.holytrinityhalstead.com)



# Discover

Revised: September 2022

History Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>What makes me, me? How do we celebrate?</b></p> <p>Early Learning Goals: Past and Present ELG</p> <p>Understanding the World</p> <ul style="list-style-type: none"> <li>Children at the expected level of development will:</li> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>What is special?</b></p> <ul style="list-style-type: none"> <li>I can place known events and objects in chronological order.</li> <li>I can sequence events and recount changes in living memory.</li> <li>I can use common words and phrases related to the passing of time.</li> <li>I can describe some simple similarities and differences between man made objects.</li> <li>I can sort artefacts from 'then' and 'now'.</li> <li>I can ask and answer relevant basic questions about the past.</li> <li>I can talk, draw or write about aspects of the past.</li> <li>I understand key features of events.</li> </ul> <p><b>From Band 2</b></p> <ul style="list-style-type: none"> <li>I can describe significant historical events, people and places locally</li> <li>I can describe events beyond living memory that are significant nationally or globally.</li> </ul>	<p><b>What is a disaster?</b></p> <ul style="list-style-type: none"> <li>I can show an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods.</li> <li>I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events</li> <li>I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>I can describe changes within living memory and aspects of change in national life.</li> <li>I can use a wide vocabulary of everyday historical</li> </ul>	<p><b>Do we need to evolve to survive?</b></p> <ul style="list-style-type: none"> <li>I can use an increasing range of common words and phrases relating to the passing of time</li> <li>I can describe memories of key events in his/her life using historical vocabulary</li> <li>I can describe changes in Britain from the Stone Age to the Iron Age.</li> <li>I can describe the Roman Empire and its impact on Britain.</li> </ul>	<p><b>Is ownership theft?</b></p> <ul style="list-style-type: none"> <li>I can place some historical periods in a chronological framework</li> <li>I can use historic terms related to the period of study</li> <li>I can use a variety of resources to find out about aspects of life in the past (historical enquiry)</li> <li>I can understand that sources can contradict each other</li> <li>I can explain what I have learned in an organised and structured way, using appropriate terminology</li> <li>I can describe Britain's settlement by Anglo-Saxons and Scots.</li> <li>I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> </ul>	<p><b>What makes a leader?</b></p> <ul style="list-style-type: none"> <li>I can use dates to order and place events on a timeline</li> <li>I can compare sources of information available for the study of different times in the past</li> <li>I can make comparisons between aspects of periods of history and the present day</li> <li>I can understand that the type of information available depends on the period of time studied</li> <li>I can evaluate the usefulness of a variety of sources</li> <li>I can present findings and communicate knowledge and understanding in different ways</li> <li>I can provide an account of an historical event based on more than one source</li> </ul>	<p><b>How do we make a decision?</b></p> <ul style="list-style-type: none"> <li>I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>I can understand how our knowledge of the past is constructed from a range of sources.</li> <li>I can make confident use of a variety of sources for independent research.</li> <li>I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods.</li> <li>I can note connections,</li> </ul>

			<p>terms</p> <ul style="list-style-type: none"> <li>• I can speak about how I have found out about the past</li> <li>• I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</li> </ul> <p><b>From Band 1</b></p> <ul style="list-style-type: none"> <li>• I can relate my own account of an event and understand that others may give a different version</li> <li>• I can identify some similarities and differences between ways of life in different periods.</li> </ul>			<ul style="list-style-type: none"> <li>• I can give some reasons for some important historical events.</li> <li>• I can describe a study of an aspect or theme in British history beyond 1066.</li> <li>• I can describe a non-European society that provides contrasts with British history.</li> </ul>	<p>contrasts and trends over time and show some use of historical terms.</p> <ul style="list-style-type: none"> <li>• I can describe the achievements of the earliest civilizations and a deeper knowledge of one of them. I can describe a study of Ancient Greek life and achievements and their influence on the western world.</li> <li>• I can use evidence to support arguments.</li> </ul>
--	--	--	---	--	--	--	---

- I can describe a local history study (Whole school project in Geography term.)