

Progression of Historical Enquiry



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretations	<p>Be curious about people and show interest in stories.</p> <p>Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p>	<p>Answer 'how' and 'why' questions in response to stories or events.</p> <p>Explain own knowledge and understanding, and ask appropriate questions.</p>	<p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Start to compare two versions of past events</p> <p>Start to know that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p>	<p>Start to understand that there can be different versions of the same event from the past</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p> <p>Know that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p>	<p>Look at two versions of the same event or story in history and identify differences.</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Begin to understand some of the ways in which historians and others investigate the past.</p>	<p>Look at two versions of the same event or story in history and identify differences.</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Understand some of the ways in which historians and others investigate the past.</p>	<p>Find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Start to understand the difference between primary and secondary evidence and start to question its reliability.</p> <p>Continue to develop their understanding of how historians and others investigate the past.</p>	<p>Find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Understand the difference between primary and secondary evidence and to question its reliability.</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Continue to develop their understanding of how historians and others investigate the past.</p> <p>Show an awareness of the concept of propaganda.</p>

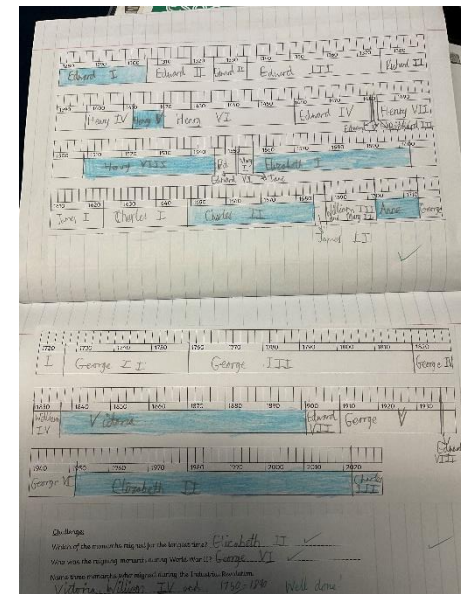
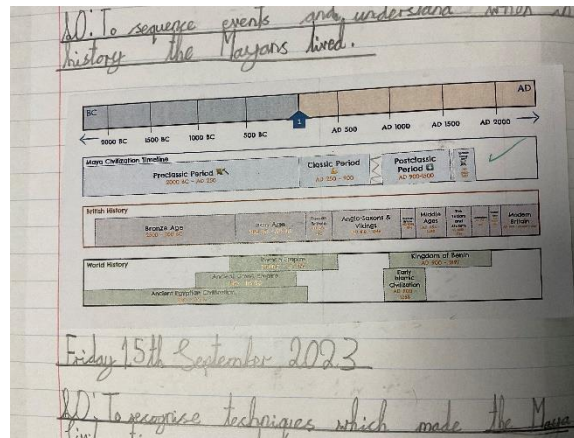
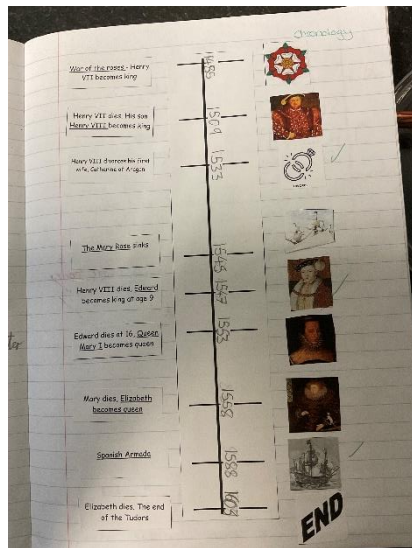
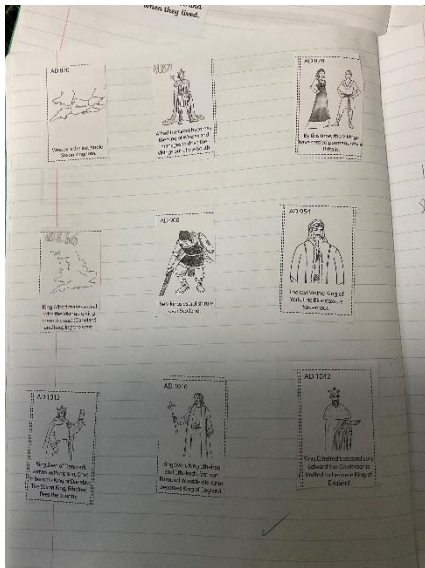
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Historical Investigations	Question why things happened & give explanations.	Know that information can be retrieved from books and computers.	<p>Observe or handle evidence to ask simple questions about the past.</p> <p>Observe or handle evidence to find answers to simple questions about the past.</p> <p>Sort some objects/artefacts into new and old and then and now.</p>	<p>Observe or handle evidence to ask simple questions about the past.</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Use evidence to explain the key features of events.</p> <p>Sort some objects/artefacts into new and old and then and now.</p>	<p>Use a range of primary and secondary sources to find out about the past.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>Regularly address and sometimes devise own questions to find answers about the past.</p> <p>Begin to undertake their own research.</p>	<p>Use a range of primary and secondary sources to find out about the past;</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>Regularly address and sometimes devise own questions to find answers about the past.</p> <p>Undertake their own research.</p>	<p>Recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p>	<p>Make conscious choices when using primary and secondary sources of information to investigate the past.</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>Select relevant sections of information to address historically valid questions. and construct detailed, informed responses.</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p>

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Chronological Understanding	Talk about past and present events in their own lives.	Talk about past and present events in their own lives and in lives of family members. Use every day language related to time. Order and sequence familiar events. Describe main story settings, events and principal characters.	Sequence pictures from different periods; Describe memories and changes that have happened in their own lives; Begin to use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.	Sequence artefacts and events that are close together in time. Order dates from earliest to latest on simple timelines. (Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	Order an increasing number of significant events, movements and dates on a timeline using dates accurately. Accurately use dates and terms to describe historical events.	Order events from current studies on a timeline, in relation to events from other studies. Accurately use dates and terms to describe historical events. Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.



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Knowledge and Understanding of Events and People in the Past	Talk about past and present events in their own lives.	Talk about past and present events in their own lives and in the lives of family members.	<p>Begin to know and recount episodes from stories and significant events in history;</p> <p>Understand that there are reasons why people in the past acted as they did;</p> <p>Describe significant individuals from the past.</p>	<p>Know and recount episodes from stories and significant events in history.</p> <p>Understand that there are reasons why people in the past acted as they did, and be able to explain these in detail.</p> <p>Describe significant individuals from the past and understand why they were significant.</p>	<p>Find out about the everyday lives of people in time studied compared with our life today;</p> <p>Explain how people and events in the past have influenced life today;</p> <p>Identify key features, aspects and events of the time studied.</p> <p>Begin to recognise that there are connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>Find out about the everyday lives of people in time studied compared with our life today.</p> <p>Explain how people and events in the past have influenced life today.</p> <p>Identify key features, aspects and events of the time studied.</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Begin to use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time.</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time.</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>

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Presenting, Organising and Communicating	Retrieve and use marks they can interpret and explain.	Retrieve and use marks they can interpret and explain.	<p>Talk, write and draw about things from the past;</p> <p>Use historical vocabulary to retell simple stories about the past.</p>	<p>Talk, write and draw about things from the past.</p> <p>Use historical vocabulary to retell simple stories about the past.</p>	<p>Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies).</p> <p>Start to present ideas based on their own research about a studied period.</p>	<p>Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</p> <p>Start to present ideas based on their own research about a studied period.</p>	<p>Present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written narratives.</p> <p>Plan and present a self-directed project or research about the studied period.</p>	<p>Present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written narratives.</p> <p>Plan and present a self-directed project or research about the studied period.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>

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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive Concepts and Historical Vocabulary	Start to show some basic understanding of substantive concepts	<p>Start to show some basic understanding of substantive concepts.</p> <p>Talk about things from the past using some vocabulary relating to the passing of time.</p>	<p>Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;</p> <p>Talk and write about things from the past using some historical vocabulary.</p>	<p>Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society.</p> <p>Talk and write about things from the past using some historical vocabulary.</p>	<p>Build on prior knowledge to start to gain further understanding of substantive concepts;</p> <p>Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information. (</p>	<p>Build on prior knowledge to start to gain further understanding of substantive concepts;</p> <p>Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information</p>	<p>Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts.</p> <p>Start to recognise that some concepts, such as technology, will be different across different periods of history.</p> <p>Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts.</p> <p>Start to recognise that some concepts, such as technology, will be different across different periods of history.</p> <p>Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>