



Historical Enquiry

EFYS

- Retell past events in correct order
- Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences
- Remembers & talks about significant times or events for family & friends
- Begin to make sense of own life-story & family's history
- Question why things happened & give explanations
- Understand why and how questions
- Asks who, what, when & how
- Develop an understanding of growth, decay and changes over time
- Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world
- Bring in photographs, videos, visitor
- Preserve memories of special events e.g. make a book, video, photos
- Share stories about people from the past who have an influence on the present
- Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night • Understand and use vocabulary such as: how, why, because •
- Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? Because
- Use talk to organise, sequence and clarify thinking and events
- Compare & contrast characters from stories, including figures from the past
- Comment on images of familiar situations in the past
- Ask questions to find out more & to check understanding of what has been said
- Understands questions such as who, why, when, where & how
- Understands a range of complex sentence structures including tense markers
- Engage in non-fiction books
- Use talk to organise, sequence & clarify thinking, ideas, feelings & events
- Articulate ideas & thoughts in well-formed sentences
- Ask questions to find out more & to check understanding of what has been said
- Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night
- Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?
- Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain



	<u>Autumn 23:24</u>	<u>Spring 23 24</u>	<u>Summer 23 24</u>
Year 1	<p>Historical Interpretations</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Historical Investigations</p> <p>Observe or handle evidence to ask simple questions about the past; Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; Sort some objects/artefacts into new and old and then and now.</p> <p>Chronological Understanding</p> <p>Sequence artefacts and events that are close together in time; Sequence pictures from different periods; Describe memories and changes that have happened in their own lives; 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.</p> <p>Knowledge and Understanding of Events and People in the Past</p> <p>Know and recount episodes from stories and significant events in history; Understand that there are reasons why people in the past acted as they did; Describe significant individuals from the past.</p> <p>Presenting, Organising and Communicating</p> <p>Talk, write and draw about things from the past; Use historical vocabulary to retell simple stories about the past.</p> <p>Substantive Concepts and 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>Historical Interpretations</p> <p>Observe and use pictures, photographs and artefacts to find out about the past;</p> <p>Historical Investigations</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</p> <p>Chronological Understanding</p> <p>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.</p> <p>Knowledge and Understanding of Events and People in 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;</p> <p>Describe significant individuals from the past.</p> <p>Presenting, Communicating and Organising</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>Substantive Concepts and Historical</p> <p>Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;</p>	<p>Historical Interpretations</p> <p>Observe and use pictures, photographs and artefacts to find out about the past;</p> <p>Explain 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>Historical Investigations</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</p> <p>Sort some objects/artefacts into new and old and then and now.</p> <p>Chronological Understanding</p> <p>Sequence artefacts and events that are close together in time;</p> <p>Sequence pictures from different periods;</p> <p>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.</p> <p>Knowledge and Understanding of Events and People in the Past</p> <p>Describe significant individuals from the past.</p> <p>Presenting, Communicating and Organising</p> <p>Talk, write and draw about things from the past;</p> <p>Use historical vocabulary to retell simple stories about the past.</p>



Year 2

Autumn 23 24

Historical Interpretations

Start to understand that there can be different versions of the same event from the past.
Observe and use pictures, photographs and artefacts to find out about the past.
Start to use stories or accounts to distinguish between fact and fiction.
Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.

Historical Investigations

Observe or handle evidence to ask simple questions about the past.
Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.
Use evidence to explain the key features of events.
Sort some objects/artefacts into new and old and then and now.

Chronological Understanding

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.

Knowledge and Understanding of Events and People in the Past

Know and recount episodes from stories and significant events in history.
Understand that there are reasons why people in the past acted as they did.
Describe significant individuals from the past.

Presenting, Communicating and Organising

Talk, write and draw about things from the past.
Use historical vocabulary to retell simple stories about the past.

Substantive Concepts and Historical

Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society.
Talk and write about things from the past using some historical vocabulary.

Spring 23 24

Historical Interpretations

Observe and use pictures, photographs and artefacts to find out about the past.
Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.

Historical Investigations

Observe or handle evidence to ask simple questions about the past.
Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.
Use evidence to explain the key features of events.
Sort some objects/artefacts into new and old and then and now.

Chronological Understanding

Sequence artefacts and events that are close together in time.
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.

Knowledge and Understanding of Events and People in the Past

Understand that there are reasons why people in the past acted as they did.
Describe significant individuals from the past.

Presenting, Communicating and Organising

Talk, write and draw about things from the past.
Use historical vocabulary to retell simple stories about the past.

Substantive Concepts and Historical

Talk and write about things from the past using some historical vocabulary.

Summer 23 24

Historical Interpretations

Look at two versions of the same event or story in history and identify differences; Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.
Begin to understand some of the ways in which historians and others investigate the past.

Historical Investigations

Use a range of primary and secondary sources to find out about the past; Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; Gather more detail from sources such as maps to build up a clearer picture of the past; Regularly address and sometimes devise own questions to find answers about the past; Begin to undertake their own research.

Chronological Understanding

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).

Knowledge and Understanding of Events and People in the Past

Find out about the everyday lives of people in time studied compared with our life today; Explain how people and events in the past have influenced life today; Identify key features, aspects and events of the time studied; Describe connections and contrasts between aspects of history, people, events and artefacts studied.

Presenting, Communicating and Organising

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); Start to present ideas based on their own research about a studied period.

Substantive Concepts and Historical

Build on prior knowledge to start to gain further understanding of substantive concepts;

Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.



	Autumn 22 24	Spring 23 24	Summer 23 24
Year 3	<p>Historical Interpretations Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Historical Investigations Use a range of primary and secondary sources to find out about the past; Construct informed responses about one aspect of life or a key event in the past through careful selection and - organisation of relevant historical information; Gather more detail from sources such as maps to build up a clearer picture of the past; Regularly address and sometimes devise own questions to find answers about the past;</p> <p>Chronological Understanding 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).</p> <p>Knowledge and Understanding of Events and People in the Past Explain how people and events in the past have influenced life today; Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Presenting, Communicating and Organising 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); Start to present ideas based on their own research about a studied period.</p> <p>Substantive Concepts and Historical Build on prior knowledge to start to gain further understanding of substantive concepts; Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>Historical Interpretations Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Historical Investigations Use a range of primary and secondary sources to find out about the past; Construct informed responses about one aspect of life or a key event in the past through careful selection and - organisation of relevant historical information; Gather more detail from sources such as maps to build up a clearer picture of the past; Regularly address and sometimes devise own questions to find answers about the past;</p> <p>Chronological Understanding 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).</p> <p>Knowledge and Understanding of Events and People in the Past Explain how people and events in the past have influenced life today; Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Presenting, Communicating and Organising 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); Start to present ideas based on their own research about a studied period.</p> <p>Substantive Concepts and Historical Build on prior knowledge to start to gain further understanding of substantive concepts; Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>Historical Interpretations Find and analyse a wide range of evidence about the past; Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; Consider different ways of checking the accuracy of interpretations of the past; Start to understand the difference between primary and secondary evidence and start to question its reliability; Know that people in the past represent events or ideas in a way that may be to persuade others; Continue to develop their understanding of how historians and others investigate the past.</p> <p>Historical Investigations Recognise when they are using primary and secondary sources of information to investigate the past; 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; Select relevant sections of information to address historically valid questions and construct detailed, informed responses; Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>Chronological Understanding Order an increasing number of significant events, movements and dates on a timeline using dates accurately; Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> <p>Knowledge and Understanding of Events and People in the Past Identify and note connections, contrasts and trends over time in the everyday lives of people; Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Presenting, Communicating and Organising Present, communicate and organise ideas about from the past using detailed - discussions, debates and more detailed written narratives; Plan and present a self-directed project or research about the studied period.</p> <p>Substantive Concepts and Historical Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; Start to recognise that some concepts, such as technology, will be different across different periods of history; Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>



Year 4

Autumn 23 24

Historical Interpretations

Look at two versions of the same event or story in history and identify differences;
Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.
Begin to understand some of the ways in which historians and others investigate the past.

Historical Investigations

Use a range of primary and secondary sources to find out about the past;
Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;
Gather more detail from sources such as maps to build up a clearer picture of the past;
Regularly address and sometimes devise own questions to find answers about the past;

Chronological Understanding

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).

Knowledge and Understanding of Events and People in the Past

Find out about the everyday lives of people in time studied compared with our life today;
Explain how people and events in the past have influenced life today;
Identify key features, aspects and events of the time studied;
Describe connections and contrasts between aspects of history, people, events and artefacts studied.

Presenting, Communicating and Organising

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);

Substantive Concepts and Historical

Build on prior knowledge to start to gain further understanding of substantive concepts;
Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.

Spring 23 24

Historical Interpretations

Begin to understand some of the ways in which historians and others investigate the past.

Historical Investigations

Use a range of primary and secondary sources to find out about the past;
Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;
Gather more detail from sources such as maps to build up a clearer picture of the past;
Regularly address and sometimes devise own questions to find answers about the past;
Begin to undertake their own research.

Knowledge and Understanding of Events and People in the Past

Find out about the everyday lives of people in time studied compared with our life today;
Explain how people and events in the past have influenced life today;
Identify key features, aspects and events of the time studied;
Describe connections and contrasts between aspects of history, people, events and artefacts studied.

Presenting, Communicating and Organising

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);
Start to present ideas based on their own research about a studied period.

Substantive Concepts and Historical

Build on prior knowledge to start to gain further understanding of substantive concepts;
Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.

Summer 23 24

Historical Interpretations

Find and analyse a wide range of evidence about the past.
Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.
Consider different ways of checking the accuracy of interpretations of the past.
Start to understand the difference between primary and secondary evidence and start to question its reliability.

Know that people in the past represent events or ideas in a way that may be to persuade others.
Continue to develop their understanding of how historians and others investigate the past.

Historical Investigations

Recognise when they are using primary and secondary sources of information to investigate the past.
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.
Select relevant sections of information to address historically valid questions and construct detailed, informed responses.

Investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological Understanding

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;
understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

Knowledge and Understanding of Events and People in the Past

Identify and note connections, contrasts and trends over time in the everyday lives of people.

Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time.
Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Presenting, Communicating and Organising

Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives.
Plan and present a self-directed project or research about the studied period.

Substantive Concepts and Historical

Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts.
Start to recognise that some concepts, such as technology, will be different across different periods of history.
Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.



Year 5

Autumn 23 24

Historical Interpretations

Find and analyse a wide range of evidence about the past.
Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.
Consider different ways of checking the accuracy of interpretations of the past.
Start to understand the difference between primary and secondary evidence and start to question its reliability.
Know that people in the past represent events or ideas in a way that may be to persuade others.
Continue to develop their understanding of how historians and others investigate the past.

Historical Investigations

Recognise when they are using primary and secondary sources of information to investigate the past.
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.
Select relevant sections of information to address historically valid questions and construct detailed, informed responses.
Investigate their own lines of enquiry by posing historically valid questions to answer.

Knowledge and Understanding of Events and People in the Past

Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time.
Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Presenting, Communicating and Organising

Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives.

Substantive Concepts and Historical

Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts.

Start to recognise that some concepts, such as technology, will be different across different periods of history.

Spring 23 24

Historical Interpretations

Find and analyse a wide range of evidence about the past.
Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.
Consider different ways of checking the accuracy of interpretations of the past.
Start to understand the difference between primary and secondary evidence and start to question its reliability.
Know that people in the past represent events or ideas in a way that may be to persuade others.
Continue to develop their understanding of how historians and others investigate the past.

Historical Investigations

Recognise when they are using primary and secondary sources of information to investigate the past.
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.
Select relevant sections of information to address historically valid questions and construct detailed, informed responses.
Investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological Understanding

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.
Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

Knowledge and Understanding of Events and People in the Past

Identify and note connections, contrasts and trends over time in the everyday lives of people.
Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time.
Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Presenting, Communicating and Organising

Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives.
Plan and present a self-directed project or research about the studied period.

Substantive Concepts and Historical

Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts.
Start to recognise that some concepts, such as religion and politics, will be different across different periods of history.
Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.

Summer 23 24

Historical Interpretations

Show an awareness of the concept of propaganda.

Historical Investigations

Select relevant sections of information to address historically valid questions and construct detailed, informed responses.
Investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological Understanding

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.

Knowledge and Understanding of Events and People in the Past

Identify and note connections, contrasts and trends over time in the everyday lives of people.
Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time.
Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women, and children.

Presenting, Communicating and Organising

Present, communicate and organize ideas about from the past using detailed discussions, debates and more detailed written narratives.

Substantive Concepts and Historical

Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts.
Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.



Year 6	Autumn 23 24	Spring 23 24	Summer 23 24
	<p>Historical Interpretations Find and analyse a wide range of evidence about the past. Consider different ways of checking the accuracy of interpretations of the past. Start to understand the difference between primary and secondary evidence and start to question its reliability.</p> <p>Historical Investigations Select relevant sections of information to address historically valid questions and construct detailed, informed responses. Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>Chronological Understanding 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.</p> <p>Knowledge and Understanding of Events and People in the Past Identify and note connections, contrasts and trends over time in the everyday lives of people. Use appropriate historical terms, such as agriculture, trade, industry, population and reform when describing the connections, contrasts and trends over time. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Presenting, Communicating and Organising Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives.</p> <p>Substantive Concepts and Historical Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts. Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>Historical Interpretations Show an awareness of the concept of propaganda.</p> <p>Historical Investigations Select relevant sections of information to address historically valid questions and construct detailed, informed responses. Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>Chronological Understanding 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.</p> <p>Knowledge and Understanding of Events and People in the Past Identify and note connections, contrasts and trends over time in the everyday lives of people. Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women, and children.</p> <p>Presenting, Communicating and Organising Present, communicate and organize ideas about from the past using detailed discussions, debates and more detailed written narratives.</p> <p>Substantive Concepts and Historical Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts. Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>Historical Interpretations Find and analyse a wide range of evidence about the past. Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. Consider different ways of checking the accuracy of interpretations of the past. Start to understand the difference between primary and secondary evidence and start to question its reliability. Know that people in the past represent events or ideas in a way that may be to persuade others. Continue to develop their understanding of how historians and others investigate the past.</p> <p>Historical Investigations Recognise when they are using primary and secondary sources of information to investigate the past. 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. Select relevant sections of information to address historically valid questions. and construct detailed, informed responses. Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>Chronological Understanding 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. Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> <p>Knowledge and Understanding of Events and People in the Past Identify and note connections, contrasts and trends over time in the everyday lives of people. Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Presenting, Communicating and Organising Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives. Plan and present a self-directed project or research about the studied period.</p> <p>Substantive Concepts and Historical Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts. Start to recognise that some concepts, such as religion and politics, will be different across different periods of history. Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>



Historical skills and enquiry Progression St Francis Xavier Catholic Primary school 23 24

