

## Historical Enquiry

### Historical Interpretations

- Compare and contrast characters from stories, including figures from the past.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Start to compare two versions of past events.
- 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.
- Start to understand that there can be different versions of the same event from the past.
- Start to use stories or accounts to distinguish between fact and fiction.
- Use primary and secondary sources to find out about the past.
- Construct responses about one aspect of life or a key event in the past by organising historical information.
- Gather more detail from sources such as maps to build a clearer picture of the past.
- Regularly address questions to find answers about the past.
- Identify 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 by thoughtful sections and organisation of historical information.
- Devise questions to find answers about the past.
- Begin to undertake personal research to find out about the past.
- Find and analyse a wide range of evidence about the past.
- Understand that there are different interpretations of events, offering some reasons with links to factual evidence.
- Start to understand the difference between primary and secondary evidence and start to question their reliability and accuracy.
- Know that people in the past represent certain events or ideas in ways that may be to persuade others.
- Continue to develop their understanding of how historians and others investigate the past.
- Consider different ways of checking the reliability and accuracy of interpretations or evidence of the past.
- Show an awareness for the concept of propaganda and its uses.

## Historical Investigations

- Comment on images of familiar situations in the past.
- 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 from the past.
- Sort objects/artefacts into new and old or then and now.
- Look at two versions of the same event or story in history and identify any differences.
- Begin to understand some of the ways in which historians and others investigate the past.
- Investigate different accounts of historical events and be able to explain some of the reasons why accounts may be different.
- Understand the methods used by historians to investigate the past and why they are useful.
- Recognise when primary or secondary sources of information are being used to investigate the past.
- Begin to use a wider range of different evidence to understand the past, including pictures, ceramics, photographs, artefacts, sculptures, historic sites and statues.
- Select relevant sections of information to address historically valid questions, constructing informed responses.
- Use a wide range of different evidence to understand the past, including posters, printed material, online sources and propaganda.
- Investigate their own lines of enquiry by posing and answering historically valid questions.

## Chronological Understanding

- 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.
- Describe memories and changes that have happened in their own lives.
- Sequence artefacts and events that are close together in time.
- Order dates from earliest to latest on simple timelines.
- Sequence pictures from different periods.
- Sequence several events, artefacts or historical figures of a timeline using dates, including those further apart.
- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

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- Order an increasing number of significant events, movements and dates of a timeline using dates accurately.
- Accurately use dates and terms to describe and place historical events.
- Understand that some historical events or periods occurred concurrently in different locations, such as Indus Valley and Ancient Egypt.

### Knowledge and Understanding of Events and People in the Past

- Begin to make sense of their own life-story and family's history.
- 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.
- Understand and recount episodes in detail from stories and significant events in history.
- Explain reasons why people in the past acted as they did.
- Find out about everyday lives of people in time studied compared with our life today.
- Identify key features, aspects and events of the time period studied.
- Describe connections and contrasts between aspects of history, people, events and artefacts studied.
- Explain how people and events in the past have influenced life today.
- Identify and explain connects and contracts between aspects of history, people, events and artefacts studied.
- 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 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, Organising and Communicating

- Talk, write and draw about things from the past.
- Use historical vocabulary to retell simple stories about the past.
- Talk, write and draw about things for the past with confidence, using historical vocabulary to retell stories or events.
- Present, communicate and organise ideas about the past including simple written narratives (such as diaries, speeches, letters or autobiographies).

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- Start to present ideas based on personal research about a studied period.
- Present, communicate and organise ideas about the past using detailed discussions, debates and written narratives.
- Plan and present a self-directed project or research about a studied period.

### Substantive Concepts and Historical Vocabulary

- Start to show some basic understanding of substantive concepts, such as war, voyage and society.
- Talk and write about things from the past using some historical vocabulary.
- Show basic understanding of substantive concepts, such as war, voyage, society, monarchy and parliament.
- 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 to communicate information.
- Start to recognise that some concepts, such as technology, will be different across different periods of history.
- 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.

### Disciplinary Concepts

#### Continuity and Change

- Begin to understand that some things change and some things stay nearly the same.
- Begin to identify old and new things across periods of time through pictures, photographs and objects.
- Identify key things that have changed between time periods.
- Start to explain the impact of some changes that have happened throughout different time periods.
- Identify that there are reasons for continuities and changes across periods of time.
- Identify key things that have stayed the same between time periods.

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- Start to understand that there are times in history when change happens suddenly and identify some of these.
- Explain and compare the impact of some changes that have happened throughout history.
- Describe continuities and changes across periods of time and explain the reasons for these.
- Understand and describe in some detail the main changes to an aspect of a period in history.
- Start to categorise some types of changes into political, economic, social and technological.
- Identify why some changes between different periods have had more significant consequences than others.
- Explain why some periods in history may have had more changes (such as post-war Britain) and some have had more continuity.
- Understand that there are times in history when change happens suddenly and explain why these can be described as 'turning points'.

### Cause and Consequence

- Understand that a cause makes something happen and that historical events have cause.
- Explain that historical events are caused by things that occurred before them.
- Understand that a consequence is something that happens as a result of something else.
- Understand that a cause is something directly linked to an event and not just something that happened before it.
- Understand that a consequence is something that happens as a direct result of something else.
- Identify and explain a series of directly related events that happened in the lead up to a historical event.
- Begin to understand that historical events create changes that have consequences.
- Understand that historical events have consequences that sometimes last long after the event is over.
- Start to understand that there are short and long term causes of events.
- Comment and compare the importance of the different causes of a single historical event.
- Identify historical events and the consequences they have had.
- Address and devise historical questions about cause and consequence.

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- Examine in more detail the short and long-term causes of an event being studied.
- Begin to understand that historians may not agree on the main causes of event and may consider different causes significant.
- Understand that some causes may be more significant than others and others less significant.
- Understand that one event can have multiple consequences that impact on many countries and civilizations.
- Understand that the consequences of a historical event can sometimes become the causes of another (such as World Wars One and Two).

### Similarities and Differences

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female;
- Identify that some things within living memory are similar and some things are different;
- Recognise some similarities and differences between the past and the present.
- Identify and give some examples of how life was different for different people in the same and in different time periods, such as different rights, religious beliefs or cultures.
- Identify and explain some examples of how life was similar in the past to life today.
- Explain and give varied examples of how life was similar and different in the past.
- Explain and give examples to show that things may have been different from place to place at the same time.
- Start to give reasons for these differences and similarities.

### Historical Significance

- Explain reasons why someone might be significant in the past.
- Talk about why the event was important and what happened.
- Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.
- Identify historically significant people and events from a period in history and give some more detail about what they did or what happened.

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- Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past. Suggest reasons why these decisions might be made.
- Identify a range of historically significant people and events from different periods of history, explaining why they were significant.
- Identify historically significant people and events from history and give some detail about what they did, what happened and their impact.
- Explain that historical significance is a personal decision made by people and that this can change or differ.
- Understand that what we consider historically significant can change throughout different periods and explain why.
- Start to explain the importance of an event using the following criteria: significant individually, regionally, national or globally.