

History Progression of Skills

	EYFS	YEAR 1	YEAR 2`	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chronological	Beginning to	Sequencing three	Sequencing up to	Sequencing	Sequencing	Sequencing	Sequencing
awareness	sequence events	or four events in	six photographs,	events on a	events on a	events on a	events on a
	when describing	their own life	focusing on the	timeline,	timeline,	timeline,	timeline,
	them (e.g. daily	(e.g. birthday,	intervals between	referring to times	referring to times	comparing where	comparing where
	routines, events	starting school,	events.	studied in KS1 to	studied in KS1 to	it fits in with	it fits in with
	in a story)	starting	Placing events on	see where these	see where these	times studied in	times studied in
	Recognising that	Year 1).	a timeline,	fit	fit	previous	previous
	some stories are	Using common	building on times	in.	in.	year groups.	year groups.
	set a long time	words and	studied in Year 1.	Understanding	Understanding	Understanding	Understanding
	ago.	phrases for the	Beginning to	that history is	that history is	the term	the term
	Recognising	passing of time	recognise how	divided into	divided into	"century" and	"century" and
	significant dates	(e.g. now, long	long each event	periods of history	periods of history	how dating by	how dating by
	for them	ago, then, before,	lasted.	e.g. ancient	e.g. ancient	centuries works.	centuries works.
	(birthday).	after).	Knowing where	times, middle	times, middle	Putting dates in	Putting dates in
	Beginning to use	Sequencing three	people/events	ages and modern.	ages and modern.	the correct	the correct
	common words	or four	studied fit into a	Using dates to	Using dates to	century.	century.
	and phrases for	artefacts/photogr	chronological	work out the	work out the	Using the terms	Using the terms
	the passage of	aphs from	framework.	interval between	interval between	AD and BC in	AD and BC in
	time, even if	different periods		periods of time	periods of time	their work.	their work.
	using inaccurately	of time.		and the duration	and the duration	Using relevant	Using relevant
	(e.g. yesterday,	Placing events on		of	of	dates and	dates and
	today, tomorrow,	a simple timeline.		historical events	historical events	relevant terms for	relevant terms for
	last week, "when	Recording on a		or periods.	or periods.	the period and	the period and
	I was in	timeline a		Using	Using	period labels	period labels
	nursery")	sequence of		BC/AD/Century.	BC/AD/Century.	e.g.Stone Age,	e.g.Stone Age,
	Recounting	historical stories		Sequencing eight	Sequencing eight	Bronze Age, Iron	Bronze Age, Iron
	activities that	heard orally.		to ten artefacts,	to ten artefacts,	Age, Romans,	Age, Romans,
	happened in their			historical pictures	historical pictures	Anglo-Saxons,	Anglo-Saxons,
	past using photos			or events.	or events.	Vikings, Romans,	Vikings, Romans,
	as a prompt.						



			Beginning to	Beginning to	Tudors, Greeks,	Tudors, Greeks,
			develop a	develop a	Aztecs,	Aztecs,
			chronologically	chronologically	and Victorians	and Victorians
			secure knowledge	secure knowledge	Developing a	Developing a
			of local, British	of local, British	chronologically	chronologically
			and world	and world	secure	secure
			history across the	history across the	understanding of	understanding of
			periods studied.	periods studied.	British, local and	British, local and
			Placing the time	Placing the time	world history	world history
			studied on a	studied on a	across the	across the
			timeline.	timeline.	periods studied.	periods studied.
			Using dates and	Using dates and	Placing the time,	Placing the time,
			terms related to	terms related to	period of history	period of history
			the unit and	the unit and	and context on a	and context on a
			passing of time	passing of time	timeline.	timeline.
			e.g. millennium,	e.g. millennium,	Relating current	Relating current
			continuity	continuity	study on timeline	study on timeline
			and ancient.	and ancient.	to other periods	to other periods
			Noticing	Noticing	of history studied.	of history studied.
			connections over	connections over	Comparing and	Comparing and
			a period of time.	a period of time.	making	making
			Making a simple	Making a simple	connections	connections
			individual	individual	between	between
			timeline.	timeline.	different contexts	different contexts
			timenne.	timenne.	in the past.	in the past.
					Sequencing 10	Sequencing 10
					events on a	events on a
					timeline.	timeline.
Substantive	To know that in	To know that a	To understand	To understand	To understand	To understand
	fairytales	monarch in the	the development	the development	how the	how the
Concept: Power	kings/queens are	UK is a king or		of groups,		
		0	of groups,	kingdom and	monarchy exercised	monarchy exercised
(monarchy,	usually	queen.	kingdom and	-		
government			monarchy in	monarchy in	absolute power.	absolute power.



and empire)	important,		To begin to	Britain.	Britain.	To understand	To understand
. ,	powerful people		understand that	To know who	To know who	the process of	the process of
	who rule over		power is	became the first	became the first	democracy and	democracy and
	others.		exercised in	ruler of the whole	ruler of the whole	, parliament in	, parliament in
			different ways in	of England.	of England.	' Britain.	' Britain.
			different culture,	To understand	To understand	To understand	To understand
			times and	the expansion of	the expansion of	that different	that different
			groups e.g.	empires and how	empires and how	empires have	empires have
			monarchy.	they were	they were	different reasons	different reasons
			To know that	controlled	controlled	for their	for their
			Britain was	across a large	across a large	expansion.	expansion.
			organised into	empire.	empire.	To understand	To understand
			kingdoms	To understand	To understand	that there are	that there are
			and these were	that societal	that societal	changes in the	changes in the
			governed by	hierarchies and	hierarchies and	nature of society.	nature of society.
			monarchs.	structures existed	structures existed	To know that	To know that
				including	including	there are	there are
				aristocracy and	aristocracy and	different reasons	different reasons
				peasantry.	peasantry.	for the decline of	for the decline of
				To understand	To understand	different	different
				some reasons	some reasons	empires.	empires.
				why empires	why empires		
				fall/collapse.	fall/collapse.		
Substantive	To recognise	To know some	To begin to	To be able to	To be able to	To understand	To understand
Concept:	some interests	inventions that	identify	identify	identify	that people in the	that people in the
Achievements	and	still influence	achievements	achievements	achievements	past were as	past were as
and follies of	achievements	their	and inventions	and inventions	and inventions	inventive and	inventive and
man kind	from their own	own lives today	that still influence	that still influence	that still influence	sophisticated	sophisticated
	lives and the lives	(e.g. toys – the	their own lives	our	our	in thinking as	in thinking as
	of their families	invention of the	today (e.g.	lives today from	lives today from	people today.	people today.
	and friends.	teddy bear,	schools, travel).	Roman times.	Roman times.	To know that new	To know that new
		electronic toys	To know the	To know the	To know the	and sophisticated	and sophisticated
		etc.)	legacy and	legacy and	legacy and	technologies	technologies



То	o know some	contribution of	contribution of	contribution of	were advanced	were advanced
ac	chievements	some inventions	the Anglo-Saxons	the Anglo-Saxons	which	which
an	nd discoveries of	(e.g. flight).	and Vikings to	and Vikings to	allowed cities to	allowed cities to
sig	gnificant	To be aware of	life today in	life today in	develop.	develop.
ind	dividuals (e.g.	the achievements	Britain.	Britain.	To understand	To understand
	xplorers).	of significant	To be aware of	To be aware of	the impact of war	the impact of war
		individuals (e.g.	the achievements	the achievements	on local	on local
		those involved	of the Ancient	of the Ancient	communities.	communities.
		with the history	Egyptians.	Egyptians.	To know some of	To know some of
		of			the impacts of	the impacts of
		flight).			war on daily lives.	war on daily lives.
					To understand	To understand
					that people in the	that people in the
					past were as	past were as
					inventive and	inventive and
					sophisticated	sophisticated
					in thinking as	in thinking as
					people today.	people today.
					To know that new	To know that new
					and sophisticated	and sophisticated
					technologies	technologies
					were advanced	were advanced
					which	which
					allowed cities to	allowed cities to
					develop.	develop.
Substantive			To know that	To know that	To understand	To understand
Concept:			there were	there were	there are	there are
Invasion,			different reasons	different reasons	increasingly	increasingly
settlement and			for invading	for invading	complex reasons	complex reasons
migration			Britain.	Britain.	for migrants	for migrants
			To understand	To understand	coming to Britain.	coming to Britain.
			that there are	that there are	To understand	To understand
					that migrants	that migrants



	varied reasons for	varied reasons for	come from	come from
	coming to Britain.	coming to Britain.	different parts of	different parts of
	To know that	To know that	the world.	the world.
	there are	there are	To know about	To know about
	different reasons	different reasons	the diverse	the diverse
	for migration.	for migration.	experiences of	experiences of
	To know that	To know that	the different	the different
	settlement	settlement	groups coming to	groups coming to
	created tensions	created tensions	Britain over time.	Britain over time.
	and problems.	and problems.		
	To understand	To understand		
	the impact of	the impact of		
	settlers on the	settlers on the		
	existing	existing		
	population.	population.		
	To understand	To understand		
	the earliest	the earliest		
	settlements in	settlements in		
	Britain.	Britain.		
	To know that	To know that		
	settlements	settlements		
	changed over	changed over		
	time	time		
Substantive	To understand	To understand	To understand	To understand
Concept:	how invaders and	how invaders and	the changes and	the changes and
Civilisation	settlers influence	settlers influence	reasons for the	reasons for the
(social	the culture of the	the culture of the	organisation of	organisation of
and cultural)	existing	existing	society in	society in
	population.	population.	Britain.	Britain.
	To understand	To understand	To understand	To understand
	that society was	that society was	how society is	how society is
	organised in	organised in	organised in	organised in



		different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that education existed in some cultures, times and groups	different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that education existed in some cultures, times and groups	different cultures, times and groups. To be able to compare development and role of education in societies. To be able to compare education in different cultures, times and groups. To understand the changing role of women and men in Britain. To understand that there are	different cultures, times and groups. To be able to compare development and role of education in societies. To be able to compare education in different cultures, times and groups. To understand the changing role of women and men in Britain. To understand that there are
				between early and later civilisations.	between early and later civilisations.
Substantive Concept: Trade		To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began	To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began	To know that trade routes from Britain expanded across the world. To understand there was a race to discover new countries and that this	To know that trade routes from Britain expanded across the world. To understand there was a race to discover new countries and that this



as the exchange	as the exchange	resulted in new	resulted in new
of goods.	of goods.	items to be	items to be
To understand	To understand	traded in (e.g.	traded in (e.g.
that trade routes	that trade routes	silk, spices and	silk, spices and
existed between	existed between	precious metals.	precious metals.
Britain in the	Britain in the	To understand	To understand
Roman,	Roman,	that the	that the
Anglo-Saxon and	Anglo-Saxon and	expansion of	expansion of
Viking times.	Viking times.	trade routes	trade routes
To understand	To understand	increased the	increased the
that the Roman	that the Roman	variety of	variety of
invasion led to a	invasion led to a	goods available.	goods available.
great increase in	great increase in	To understand	To understand
British	British	that the methods	that the methods
trade with the	trade with the	of trading	of trading
outside world.	outside world.	developed from	developed from
To understand	To understand	in person to	in person to
that trading ships	that trading ships	boats, trains and	boats, trains and
and centres (e.g.	and centres (e.g.	planes.	planes.
York) were a	York) were a	To understand	To understand
reason for	reason for	the development	the development
the Vikings	the Vikings	of global trade.	of global trade.
raiding Britain.	raiding Britain.	C	0
To understand	To understand		
that trade	that trade		
develops in	develops in		
different times	different times		
and ways in	and ways in		
different	different		
civilisations.	civilisations.		
To understand	To understand		
that the traders	that the traders		
were the rich	were the rich		
	were the net		



				members of	members of		
				society.	society.		
Substantive Concept: Beliefs				To understand that there are different beliefs in different cultures, times and groups. To know about paganism and and the introduction of Christianity in Britain. To know how Christianity spread. To compare the beliefs in different cultures, times and groups.	To understand that there are different beliefs in different cultures, times and groups. To know about paganism and and the introduction of Christianity in Britain. To know how Christianity spread. To compare the beliefs in different cultures, times and groups.	To be aware of the different beliefs that different cultures, times and groups hold. To understand the changing nature of religion in Britain and its impact. To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs	To be aware of the different beliefs that different cultures, times and groups hold. To understand the changing nature of religion in Britain and its impact. To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs
Disciplinary Concept: Change and continuity	Being aware of changes that happen throughout the year (e.g. seasons, nature). Being aware that	Being aware that some things have changed and some have stayed the same in their own lives.	To know that daily life has changed over time but that there are some similarities to life today.	Identifying reasons for change and reasons for continuities. Identifying what the situation was	Identifying reasons for change and reasons for continuities. Identifying what the situation was	on society. Making links between events and changes within and across different time periods / societies.	on society. Making links between events and changes within and across different time periods / societies.
	some things have changed and	Describing simple changes and		like before the change occurred.	like before the change occurred.	Identifying the reasons for	Identifying the reasons for



some have stayed	ideas/objects that	Comparing	Comparing	changes and	changes and
		Comparing	Comparing	e e	J. J
the	remain the same.	different periods	different periods	continuity.	continuity.
same in their own	Understanding	of history and	of history and	Describing the	Describing the
lives.	that some things	identifying	identifying	links between	links between
Describing simple	change while	changes and	changes and	main events,	main events,
changes and	other items	continuity.	continuity.	similarities and	similarities and
ideas/objects that	remain the	Describing the	Describing the	changes within	changes within
remain the same.	same and some	changes and	changes and	and	and
Understanding	are new.	continuity	continuity	across different	across different
To know that the	To know that	between	between	periods/studied.	periods/studied.
environment	people change as	different periods	different periods	Describing the	Describing the
around us	they grow older.	of history.	of history.	links between	links between
changes as time	To know that	Identifying the	Identifying the	different	different
passes.	throughout	links between	links between	societies.	societies.
	someone's	different	different	Explaining the	Explaining the
	lifetime, some	societies.	societies.	reasons for	reasons for
	things will change	To know that	To know that	changes and	changes and
	and some things	change can be	change can be	continuity using	continuity using
	will stay the	brought about by	brought about by	the vocabulary	the vocabulary
	same.	advancements in	advancements in	and terms	and terms
	To know that	transport and	transport and	of the period as	of the period as
	everyday objects	travel.	travel.	well.	well.
	have changed	To know that	To know that	Analysing and	Analysing and
	over time.	change can be	change can be	presenting the	presenting the
		brought about by	brought about by	reasons for	reasons for
		advancements in	advancements in	changes and	changes and
		materials.	materials.	continuity.	continuity.
		To know that	To know that	To know that	To know that
		change can be	change can be	change can be	change can be
		brought about by	brought about by	brought about by	brought about by
		advancements in	advancements in	conflict.	conflict.
		trade.	trade.	To know that	To know that
				change can be	change can be
l		1	1		



						traced using the census.	traced using the census.
Disciplinary Concept: Cause and consequence	Experiencing cause and effect in play - achieve through continuous provision.	Asking why things happen and beginning to explain why with support To know that everyday objects have changed as new materials have been invented.	Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result. To know that changes may come about because of improvements in technology.	Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). To know that advancements in science and technology can be the cause of change.	Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). To know that advancements in science and technology can be the cause of change.	Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change. To know that members of society standing up for their rights can be the cause of change.	Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change. To know that members of society standing up for their rights can be the cause of change.
Disciplinary Concept: similarities and differences	Beginning to recognise similarities and differences between the past and today. Using photographs and	Beginning to look for similarities and differences over time in their own lives. To know that there are similarities and	Identifying similarities and difference between ways of life at different times. Finding out about people, events and beliefs in	Identifying similarities and differences between periods of history. Explaining similarities and differences	Identifying similarities and differences between periods of history. Explaining similarities and differences	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.



	stories to	differences	society.	between daily	between daily	Making links with	Making links with
	compare the	between their	Making	lives of people in	lives of people in	different time	different time
	past with the	lives	comparisons with	the past and	the past and	periods studied.	periods studied.
	present day.	today and their	their own lives	today.	today.	Describing	Describing
	present duy.	lives in the past.	To know that	Identifying	Identifying	change	change
		To know some	there are	similarities and	similarities and	throughout time.	throughout time.
		similarities and	explanations for	differences	differences	throughout time.	throughout time.
		differences	similarities	between social,	between social,		
		between the past	and differences	cultural, religious	cultural, religious		
		and their	between	and ethnic	and ethnic		
		own lives.	children's lives	diversity in Britain	diversity in Britain		
		To know that	now and in	and the wider	and the wider		
		people celebrate		world.	world.		
		special events in	the past.	wonu.	wonu.		
		different ways.					
		To know that					
		everyday objects					
		have similarities					
		and differences					
		with					
		those used for					
		the same purpose					
		in the past.					
Disciplinary	Recalling special	Recalling special	Discussing who	Recalling some	Recalling some	Identifying	Identifying
Concept:	people in their	events in their	was important in	important people	important people	significant people	significant people
Historical	own lives	own lives	a historical event.	and events.	and events.	and events across	and events across
significance	To know the	To know that	To know that	Identifying who is	Identifying who is	different time	different time
	names of people	some people and	some events are	important in	important in	periods.	periods.
	that are	events are	more significant	historical sources	historical sources	Comparing	Comparing
	significant	considered more	than others.	and accounts.	and accounts.	significant people	significant people
	to their own lives.	'special' or	To know the	To know that	To know that	and events across	and events across
		significant than	impact of a	significant	significant	different time	different time
		others.		archaeological	archaeological	periods.	periods.



			historical event	findings are those	findings are those	Explain the	Explain the
			on society.	which change	which change	significance of	significance of
			To know that	how we see the	how we see the	events, people	events, people
			'historically	past.	past.	and	and
			significant'	To know that	To know that	developments.	developments.
			people are those	'historically	'historically	To know how	To know how
			who	significant' events	significant' events	historians select	historians select
			changed many	are those which	are those which	criteria for	criteria for
			people's lives.	changed	changed	significance and	significance and
				many people's	many people's	that this changes.	that this changes.
				lives and had an	lives and had an	_	_
				impact for many	impact for many		
				years to come.	years to come.		
Disciplinary	Using	Using artefacts,	Using artefacts,	Using a range of	Using a range of	Recognising	Recognising
Concept: Sources	photographs and	photographs and	photographs and	sources to find	sources to find	primary and	primary and
of Evidence	stories to	visits to museums	visits to museums	out about a	out about a	secondary	secondary
	compare the	to	to ask and	period.	period.	sources.	sources.
	past with the	answer simple	answer questions	Using evidence to	Using evidence to	Using a range of	Using a range of
	present day.	questions about	about the past.	build up a picture	build up a picture	sources to find	sources to find
	Using stories and	the past.	Making simple	of a past event.	of a past event.	out about a	out about a
	non-fiction books	Finding answers	observations	Observing the	Observing the	particular aspect	particular aspect
	to find out	to simple	about a source or	small details	small details	of the past.	of the past.
	about life in the	questions about	artefact.	when using	when using	Identifying bias in	Identifying bias in
	past.	the past using	Using sources to	artefacts and	artefacts and	a source and	a source and
	To know that	sources (e.g.	show an	pictures.	pictures.	identifying the	identifying the
	stories and books	artefacts).	understanding of	Identifying	Identifying	value of the	value of the
	can tell us about	Sorting artefacts	historical	sources which are	sources which are	sources to	sources to
	the past.	from then and	concepts	influenced by the	influenced by the	historical enquiry	historical enquiry
		now.	(see above).	personal beliefs	personal beliefs	and the	and the
		To know that	Identifying a	of the	of the	limitations of	limitations of
		photographs can	primary source.	Author	Author	sources.	sources.
		tell us about the	To know that we	To know that	To know that	Describing how	Describing how
		past.	can find out	archaeological	archaeological	secondary	secondary



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To know that we	about how places	evidence can be	evidence can be	sources are	sources are
can find out	have changed	used to find out	used to find out	influenced by the	influenced by the
about the past by	by looking at	about the	about the	beliefs, cultures	beliefs, cultures
asking	maps.	past.	past.	and time of the	and time of the
people who were	To know that	To know that we	To know that we	author.	author.
there.	historians use	can make	can make	To know that a	To know that a
To know that	evidence from	inferences and	inferences and	census is carried	census is carried
artefacts can tell	sources to find	deductions using	deductions using	out every ten	out every ten
us about the past.	out	images from	images from	years and is an	years and is an
To know that we	more about the	the past.	the past.	official survey of	official survey of
remember some	past.			the population	the population
(but not all) of				which	which
the events				records every	records every
that we have				person living in a	person living in a
lived through.				household on a	household on a
				specific date.	specific date.
				To understand	To understand
				the types of	the types of
				information that	information that
				can be extracted	can be extracted
				from the census.	from the census.
				To understand	To understand
				that inventories	that inventories
				are useful sources	are useful sources
				of evidence to	of evidence to
				find out about	find out about
				people from the	people from the
				past.	past.
				To understand	To understand
				some of the key	some of the key
				terms on the	terms on the
				census, for	census, for
				example, scholar,	example, scholar,





						ditto, occupation	ditto, occupation
						and	and
						marital status.	marital status.
						To understand	To understand
						how to compare	how to compare
						different census	different census
						extracts by	extracts by
						analysing the	analysing the
						entries in	entries in
						individual	individual
						columns.	columns.
						To know that the	To know that the
						most reliable	most reliable
						sources are	sources are
						primary sources	primary sources
						which were	which were
						created for	created for
						official purposes.	official purposes.
Disciplinary	Recognising that	Beginning to	Recognising	Identifying and	Identifying and	Comparing	Comparing
Concept:	different	identify different	different ways in	giving reasons for	giving reasons for	accounts of	accounts of
Historical	members of the	ways to represent	which the past is	different ways in	different ways in	events from	events from
Interpretations	class	the past	represented	which the past is	which the past is	different sources.	different sources.
interpretations	may notice	(e.g. photos,	(including eye-	represented.	represented.	Suggesting	Suggesting
	different things in	stories).	witness	Identifying the	Identifying the	explanations for	explanations for
	photographs	Developing their	accounts).	differences	differences	different versions	different versions
	from	own	Comparing	between	between	of events.	of events.
	the past.	interpretations	pictures or	different sources	different sources	Evaluating the	Evaluating the
	To begin to	from historical	photographs of	and giving	and giving	usefulness of	usefulness of
	understand that	artefacts.	people or events	reasons for the	reasons for the	historical sources.	historical sources.
	the past can be	To know that the	in the	ways in which the	ways in which the	Identifying how	Identifying how
	represented in	past can be	past.	past is	past is	conclusions have	conclusions have
	photographs and	represented in	Developing their	represented.	represented.	been arrived at	been arrived at
	drawings.	photographs.	own	represented.	represented.		Seen annvea at
	urawings.	photographs.	OWIT				



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	interpretations	Exploring	Exploring	by linking	by linking
	from	different	different	sources.	sources.
	photographs and	representations	representations	Developing	Developing
	written sources.	from the period	from the period	strategies for	strategies for
	To know that the	e.g.	e.g.	checking the	checking the
	past is	archaeological	archaeological	accuracy of	accuracy of
	represented in	evidence,	evidence,	evidence.	evidence.
	different ways.	museum	museum	Addressing and	Addressing and
		evidence,	evidence,	devising	devising
		cartoons and	cartoons and	historically valid	historically valid
		books.	books.	questions.	questions.
		Evaluating the	Evaluating the	Understanding	Understanding
		usefulness of	usefulness of	that different	that different
		different sources.	different sources.	evidence creates	evidence creates
		To know that	To know that	different	different
		archaeological	archaeological	conclusions.	conclusions.
		evidence has	evidence has	Evaluating the	Evaluating the
		limitations: it	limitations: it	interpretations	interpretations
		does not give all	does not give all	made by	made by
		the	the	historians.	historians.
		answers or tell us	answers or tell us	To know that we	To know that we
		about the	about the	must consider a	must consider a
		emotions of	emotions of	source's	source's
		people from the	people from the	audience,	audience,
		past.	past.	purpose, creator	purpose, creator
		To know that	To know that	and accuracy	and accuracy
		assumptions	assumptions	to determine if it	to determine if it
		made by	made by	is a reliable	is a reliable
		historians can	historians can	source.	source.
		change in the	change in the	To understand	To understand
		light of new	light of new	that there are	that there are
		evidence.	evidence.	different	different
				interpretations of	interpretations of



						historical figures	historical figures
						and	and
						events.	events.
Historical	Asking questions	Asking how and	Asking a range of	Communicating	Communicating	Planning a	Planning a
Enquiry: Posing	about the	why questions	questions about	answers to	answers to	historical enquiry.	historical enquiry.
Historical	differences they	based on stories,	stories, events	questions in a	questions in a	Suggesting the	Suggesting the
questions	can	events and	and people.	variety	variety	evidence needed	evidence needed
	see in	people.	Understanding	of ways, including	of ways, including	to carry out the	to carry out the
	photographs or	Asking questions	the importance of	discussion, drama	discussion, drama	enquiry.	enquiry.
	images (in	about sources of	historically-valid	and writing	and writing	Identifying	Identifying
	stories) that	evidence (e.g.	questions.	(labelling, simple	(labelling, simple	methods to use	methods to use
	represent the	artefacts).		recount).	recount).	to carry out the	to carry out the
	past.			Using relevant	Using relevant	research.	research.
				vocabulary in	vocabulary in	Asking historical	Asking historical
				answers.	answers.	questions of	questions of
				Describing past	Describing past	increasing	increasing
				events and	events and	difficulty e.g. who	difficulty e.g. who
				people by	people by	governed, how	governed, how
				drawing or	drawing or	and with what	and with what
				writing.	writing.	results?	results?
				Expressing a	Expressing a	Creating a	Creating a
				personal	personal	hypothesis to	hypothesis to
				response to a	response to a	base an enquiry	base an enquiry
				historical story	historical story	on.	on.
				or event through	or event through	Asking questions	Asking questions
				discussion,	discussion,	about the	about the
				drawing our	drawing our	interpretations,	interpretations,
				writing.	writing.	viewpoints and	viewpoints and
						perspectives	perspectives
						held by others.	held by others.
Historical	Making simple	Using sources of	Understanding	Using a range of	Using a range of	Using different	Using different
Enquiry:	observations	information, such	how we use	sources to	sources to	sources to make	sources to make
Gathering,		as artefacts, to		construct	construct		



organising	about the past	answer questions.	books and	knowledge of the	knowledge of the	and substantiate	and substantiate
and	from	Drawing out	sources to	past.	past.	historical claims.	historical claims.
evaluating	photographs and	information from	find out about	Defining the	Defining the	Developing an	Developing an
evidence	images.	sources.	the past.	terms 'source'	terms 'source'	awareness of the	awareness of the
		Making simple	Using a source to	and 'evidence'.	and 'evidence'.	variety of	variety of
		observations	answer questions	Extracting the	Extracting the	historical	historical
		about the past	about the past.	appropriate	appropriate	evidence in	evidence in
		from a	Evaluating the	information from	information from	different	different
		source.	usefulness of	a historical	a historical	periods of time.	periods of time.
			sources to a	source.	source.	Distinguishing	Distinguishing
			historical	Selecting and	Selecting and	between fact and	between fact and
			enquiry.	recording	recording	opinion.	opinion.
			Selecting	relevant	relevant	Recognising	Recognising
			information from	information from	information from	'gaps' in	'gaps' in
			a source to	a range of	a range of	evidence.	evidence.
			answer a	sources to	sources to	Identifying how	Identifying how
			question.	answer a	answer a	sources with	sources with
			Identifying a	question.	question.	different	different
			primary source.	Identifying	Identifying	perspectives can	perspectives can
				primary and	primary and	be used in a	be used in a
				secondary	secondary	historical enquiry.	historical enquiry.
				sources.	sources.	Using a range of	Using a range of
				Identifying the	Identifying the	different	different
				bias of a source.	bias of a source.	historical	historical
				Comparing and	Comparing and	evidence to	evidence to
				contrasting	contrasting	dispute the ideas,	dispute the ideas,
				different	different	claims	claims
				historical sources.	historical sources.	or perspectives of	or perspectives of
						others.	others.
						Considering a	Considering a
						range of factors	range of factors
						when discussing	when discussing



Historical Enquiry: Interpreting findings, analysing and making connections	Making simple observations about the past from photographs and images.	Interpreting evidence by making simple deductions Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).	Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers.	Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question "How do we know?"	Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question "How do we know?"	the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of the past using interpretations of evidence. Making connections, drawing contrasts and analysing within a period and across	the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of the past using interpretations of evidence. Making connections, drawing contrasts and analysing within a period and across
						and across time.	and across time.



Historical Enquiry: Evaluating and drawing conclusions	Deciding whether photographs or images (e.g. from stories) depict the past.	Drawing simple conclusions to answer a question.	Making simple conclusions about a question using evidence to support.	Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today.	Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today.	Beginning to interpret simple statistical sources. Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions. conclusions.	Beginning to interpret simple statistical sources. Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions.
Historical	Communicating	Communicating	Communicating	Communicating	Communicating	Communicating	Communicating
Enquiry:	findings by	findings through	answers to	knowledge and	knowledge and	knowledge and	knowledge and
Communicating	pointing to	discussion and	questions in a	understanding	understanding	understanding in	understanding in
findings	images and	timelines with	variety	through	through	an increasingly	an increasingly
	using simple	physical objects/	of ways, including	discussion,	discussion,	diverse number	diverse number
	language to	pictures.	discussion, drama	debates,	debates,	of ways, including	of ways, including
	explain their	Using vocabulary	and writing	drama, art and	drama, art and	discussion,	discussion,
	thoughts.	such as - old,	(labelling, simple	writing.	writing.	debates, drama,	debates, drama,
		new, long time	recount).	Constructing	Constructing	art, writing, blog	art, writing, blog
		ago.	Using relevant	answers using	answers using	posts and	posts and
		Discussing and	vocabulary in	evidence to	evidence to	podcasts.	podcasts.
		writing about	answers.	substantiate	substantiate	Showing written	Showing written
				findings.	findings.	and oral evidence	and oral evidence



past events or	Describing past	Identifying	Identifying	of continuity and	of continuity and
stories	events and	weaknesses in	weaknesses in	change as well as	change as well as
in narrative or	people by	historical	historical	indicting	indicting
				Ŭ	J. J
dramatic forms.	drawing or	accounts and	accounts and	simple causation.	simple causation.
Expressing a	writing.	arguments.	arguments.	Using historical	Using historical
personal	Expressing a	Creating a simple	Creating a simple	evidence to	evidence to
response to a	personal	imaginative	imaginative	create an	create an
historical story	response to a	reconstruction of	reconstruction of	imaginative	imaginative
or event. (e.g.	historical story	a past event using	a past event using	reconstruction	reconstruction
Saying, writing or	or event through	the evidence	the evidence	exploring the	exploring the
drawing what	discussion,	available to draw,	available to draw,	feelings of people	feelings of people
they	drawing our	model,	model,	from the time.	from the time.
think it felt like in	writing.	dramatise, write	dramatise, write	Constructing	Constructing
response to a		or retell the story.	or retell the story.	structured and	structured and
historical story or		Creating a	Creating a	organised	organised
event.)		structured	structured	accounts using	accounts using
		response or	response or	historical terms	historical terms
		narrative to	narrative to	and	and
		answer a	answer a	relevant historical	relevant historical
		historical enquiry.	historical enquiry.	information from	information from
		Describing past	Describing past	a range of	a range of
		events orally or in	events orally or in	sources.	sources.
		writing,	writing,	Constructing	Constructing
		recognising	recognising	explanations for	explanations for
		similarities and	similarities and	past events using	past events using
		differences	differences	cause and effect.	cause and effect.
		with today.	with today.	Using evidence to	Using evidence to
		with today.	with today.	support and	support and
				illustrate claims.	illustrate claims.
				inustrate claims.	mustrate claims.