

History Progression of Skills

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

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

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

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

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

				<p>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</p>	<p>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</p>	<p>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 differences between early and later civilisations.</p>	<p>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 differences between early and later civilisations.</p>
<p>Substantive Concept: Trade</p>				<p>To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began</p>	<p>To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began</p>	<p>To know that trade routes from Britain expanded across the world. To understand there was a race to discover new countries and that this</p>	<p>To know that trade routes from Britain expanded across the world. To understand there was a race to discover new countries and that this</p>

				<p>as the exchange of goods. To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that the Roman invasion led to a great increase in British trade with the outside world. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich</p>	<p>as the exchange of goods. To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that the Roman invasion led to a great increase in British trade with the outside world. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich</p>	<p>resulted in new items to be traded in (e.g. silk, spices and precious metals). To understand that the expansion of trade routes increased the variety of goods available. To understand that the methods of trading developed from in person to boats, trains and planes. To understand the development of global trade.</p>	<p>resulted in new items to be traded in (e.g. silk, spices and precious metals). To understand that the expansion of trade routes increased the variety of goods available. To understand that the methods of trading developed from in person to boats, trains and planes. To understand the development of global trade.</p>
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				members of society.	members of society.		
Substantive Concept: Beliefs				<p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To know about paganism and and the introduction of Christianity in Britain.</p> <p>To know how Christianity spread.</p> <p>To compare the beliefs in different cultures, times and groups.</p>	<p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To know about paganism and and the introduction of Christianity in Britain.</p> <p>To know how Christianity spread.</p> <p>To compare the beliefs in different cultures, times and groups.</p>	<p>To be aware of the different beliefs that different cultures, times and groups hold.</p> <p>To understand the changing nature of religion in Britain and its impact.</p> <p>To be aware of how different societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p>	<p>To be aware of the different beliefs that different cultures, times and groups hold.</p> <p>To understand the changing nature of religion in Britain and its impact.</p> <p>To be aware of how different societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p>
Disciplinary Concept: Change and continuity	Being aware of changes that happen throughout the year (e.g. seasons, nature). Being aware that some things have changed and	Being aware that some things have changed and some have stayed the same in their own lives. Describing simple changes and	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 like before the change occurred.	Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred.	Making links between events and changes within and across different time periods / societies. Identifying the reasons for	Making links between events and changes within and across different time periods / societies. Identifying the reasons for



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

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

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

		<p>To know that we can find out about the past by asking people who were there.</p> <p>To know that artefacts can tell us about the past.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p>	<p>about how places have changed by looking at maps.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>	<p>evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using images from the past.</p>	<p>evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using images from the past.</p>	<p>sources are influenced by the beliefs, cultures and time of the author.</p> <p>To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date.</p> <p>To understand the types of information that can be extracted from the census.</p> <p>To understand that inventories are useful sources of evidence to find out about people from the past.</p> <p>To understand some of the key terms on the census, for example, scholar,</p>	<p>sources are influenced by the beliefs, cultures and time of the author.</p> <p>To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date.</p> <p>To understand the types of information that can be extracted from the census.</p> <p>To understand that inventories are useful sources of evidence to find out about people from the past.</p> <p>To understand some of the key terms on the census, for example, scholar,</p>
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						ditto, occupation and marital status. To understand how to compare different census extracts by analysing the entries in individual columns. To know that the most reliable sources are primary sources which were created for official purposes.	ditto, occupation and marital status. To understand how to compare different census extracts by analysing the entries in individual columns. To know that the most reliable sources are primary sources which were created for official purposes.
Disciplinary Concept: Historical Interpretations	Recognising that different members of the class may notice different things in photographs from the past. To begin to understand that the past can be represented in photographs and drawings.	Beginning to identify different ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts. To know that the past can be represented in photographs.	Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own	Identifying and giving reasons for different ways in which the past is represented. Identifying the differences between different sources and giving reasons for the ways in which the past is represented.	Identifying and giving reasons for different ways in which the past is represented. Identifying the differences between different sources and giving reasons for the ways in which the past is represented.	Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at	Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at

			<p>interpretations from photographs and written sources. To know that the past is represented in different ways.</p>	<p>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources. To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. To know that assumptions made by historians can change in the light of new evidence.</p>	<p>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources. To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. To know that assumptions made by historians can change in the light of new evidence.</p>	<p>by linking sources. Developing strategies for checking the accuracy of evidence. Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions. Evaluating the interpretations made by historians. To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of</p>	<p>by linking sources. Developing strategies for checking the accuracy of evidence. Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions. Evaluating the interpretations made by historians. To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of</p>
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						historical figures and events.	historical figures and events.
Historical Enquiry: Posing Historical questions	Asking questions about the differences they can see in photographs or images (in stories) that represent the past.	Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts).	Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions.	Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing or writing.	Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing or writing.	Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty e.g. who governed, how and with what results? Creating a hypothesis to base an enquiry on. Asking questions about the interpretations, viewpoints and perspectives held by others.	Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty e.g. who governed, how and with what results? Creating a hypothesis to base an enquiry on. Asking questions about the interpretations, viewpoints and perspectives held by others.
Historical Enquiry: Gathering,	Making simple observations	Using sources of information, such as artefacts, to	Understanding how we use	Using a range of sources to construct	Using a range of sources to construct	Using different sources to make	Using different sources to make

<p>organising and evaluating evidence</p>	<p>about the past from photographs and images.</p>	<p>answer questions. Drawing out information from sources. Making simple observations about the past from a source.</p>	<p>books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Identifying a primary source.</p>	<p>knowledge of the past. Defining the terms 'source' and 'evidence'. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources. Identifying the bias of a source. Comparing and contrasting different historical sources.</p>	<p>knowledge of the past. Defining the terms 'source' and 'evidence'. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources. Identifying the bias of a source. Comparing and contrasting different historical sources.</p>	<p>and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion. Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing</p>	<p>and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion. Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing</p>
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						the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.	the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
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?"	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 evidence. Making connections, drawing contrasts and analysing within a period and across time.	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 evidence. Making connections, drawing contrasts and analysing within a period and across time.



						Beginning to interpret simple statistical sources.	Beginning to interpret simple statistical sources.
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.	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions.	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions.
Historical Enquiry: Communicating findings	Communicating findings by pointing to images and using simple language to explain their thoughts.	Communicating findings through discussion and timelines with physical objects/pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about	Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers.	Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings.	Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings.	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence

