

Historical Enquiry

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Pupils should ask and answer questions, using other sources to show that they know and understand key features of events.	Pupils should ask and answer questions, using other sources to show that they know and understand key features of events.	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Progression of Skills Children can.....	- Identify different ways in which the past is represented. - Explore events, look at pictures and ask questions i.e. <i>"Which things are old and which are new?"</i> - Look at objects from the past and ask questions i.e. <i>"What were they"</i>	- Ask questions about the past. - Use a wider range of information, sources and simple observations to answer questions about the past. - Ask and answer questions i.e. <i>"What was it like for a ...?" "How long ago did ... happen?"</i>	Use a wider range of sources to find out about the past i.e. documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums,	Use a wider range of sources to find out about the past i.e. documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums,	Use a wider range of sources to find out about the past i.e. documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums,	Use a wider range of sources to find out about the past i.e. documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums, galleries, visits to historical sites, ceramics, historical

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	<i>used for?" and try to answer.</i> Find answers to simple questions about the past, from sources of information i.e. pictures, stories, artefacts.	Choose evidence and say how it can be used to find out about the past.	galleries, visits to historical sites. - Select and record information relevant to the study. - Ask questions and find out answers about the past.	galleries, visits to historical sites. - Select and record information relevant to the study. - Gather more detail from other sources to build up a clearer picture of the past. - Begin to undertake their own research.	galleries, visits to historical sites. - Choose reliable sources of evidence to answer questions. - Realise that there is often not a single answer to historical questions. - Begin to identify primary and secondary sources of information to investigate the past. - Investigate their own line of enquiry by posing questions to answer.	statues, figures and sculptures and bring the knowledge gathered together in a fluent account. - Evaluate the usefulness and accuracy of different sources of evidence. - Select the most appropriate source of evidence for particular tasks. - Recognise and use primary and secondary sources of information to investigate the past. - Investigate their own line of enquiry by posing questions to answer and construct detailed, informed responses. - Form own opinions about historical events.
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