

Derwent Vale Primary and Nursery School



Historical Enquiry - Skills Progression

	Chronological Understanding	Change & continuity – <i>How key people, places and events changed or stayed the same over time.</i>	Cause and consequence – <i>The reason and the results of things that have happened</i>	Interpretations of history; similarities and differences	Plan and carry out an enquiry	Organisation and communication
Year 1	<p>Sequence events in their life.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p>	<p>Recognise the difference and similarity between past and present in their own and others lives.</p> <p>They know and recount episodes from stories about the past.</p> <p>Develop a sense of time and how fast things change (eg. differences between changes in their / their parents / their grandparents lifetimes).</p>	<p>Show an understanding of some key events.</p> <p>Start to think about the reasons why things might change (eg. improvements in technology / making life easier / more fun).</p>	<p>Use stories to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Ask and answer some historical questions.</p> <p>Sort pictures/ objects/ events into 'old' and 'new'.</p>	<p>Communicate their knowledge through:</p> <ol style="list-style-type: none"> 1. Discussion 2. Drawing pictures 3. Drama/role play 4. Making models 5. Writing 6. Using technology 7. Working together
Year 2	<p>Sequence artefacts closer together in time - check with reference book.</p> <p>Sequence photographs etc. from different periods of their life.</p> <p>Describe memories of key events in lives.</p> <p>Use common words and phrases related to the passing of time (now, then, before).</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times.</p> <p>Describe differences between 'then' and 'now'.</p>	<p>Recount key events from the past in their own words and begin to explain why these events happened.</p> <p>Begin to think about the impact that historical events have had on modern life.</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss the reliability of photos/ accounts/stories.</p>	<p>Ask and answer historically relevant questions.</p> <p>Use historical vocabulary (eg. past, present, recently, years, decades, centuries).</p> <p>Compare events from different periods in history (eg. Different discoveries/voyages).</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	

Knowledge and content supported by CUSP History curriculum.

Year A topics: Changes within living memory; lives of significant people (Mary Anning, Sir David Attenborough; More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peaks).

Year B topics: Events beyond living memory (Great Fire of London); Significant historical events, people and places in our locality; Revisit events beyond living memory.



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Year 3	<p>Place the time studied on a time line.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events or artefacts.</p>	<p>Find out about everyday lives of people in time studied.</p> <p>Compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have wanted to do something.</p> <p>Explore change at a local level, investigating the impact of national and global events</p>	<p>Question, investigate and give reasons for events in the past (eg. why did the first Roman invasions of Britain fail, but later ones were successful?).</p> <p>Describe the impact of events in the more distant past on modern life (eg. the legacy of the Roman Empire for modern Europe).</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources – compare different versions of the same story.</p> <p>Comment on representations of the period – museum, cartoons etc.</p>	<p>Construct relevant questions about history and begin to suggest how these might be answered.</p> <p>Use a range of sources to find out about a period.</p> <p>Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library and internet for research.</p> <p>Use phrases such as before, during, after, century, decade, BC, AD, ancient, modern, period.</p>	<p>Communicate their knowledge through:</p> <ol style="list-style-type: none"> 1. Discussion 2. Drawing pictures 3. Drama/role play 4. Making models 5. Writing 6. Using technology 7. Working together
Year 4	<p>Place events from period studied on time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms eg BC/AD.</p> <p>Position a growing range of eras and events on a timeline (eg. Ancient Egypt, AngloSaxons, Romans, Iron Age, Guy Fawkes).</p> <p>Separate out timeline of Britain from global events and recognise that some events are more globally important than others.</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects.</p> <p>Offer a reasonable explanation for some events.</p> <p>Ask and answer questions about changes, similarities and differences.</p> <p>Explore differences between different people living at the same time.</p>	<p>Independently question the reasons behind historical events and changes.</p> <p>Give increasingly historically accurate answers to these questions.</p> <p>Describe how events/ people being studied have had an impact on the modern world.</p>	<p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use text books and historical knowledge.</p>	<p>Ask relevant questions about history and suggest sources of evidence to answer them.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research.</p>	<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>

Knowledge and content supported by CUSP History curriculum.

Year A topics: Changes in Britain from the Stone Age, Bronze Age to the Iron Age; The Roman Empire and its impact on Britain.

Year B topics: Britain's settlement by Anglo-Saxons and Scots; The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; The achievements of the earliest civilizations (Ancient Egyptians).



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Year 5	<p>Know and sequence key events of time studied.</p> <p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past.</p> <p>Place world history events on a timeline using the correct dates and labels.</p>	<p>Study different aspects of different people - differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Describe what life was like for people living at the same point (rich/ poor, military/civilians etc.)</p>	<p>Ask and answer clear and accurate questions about what happened.</p> <p>Ask 'why' questions to further historical understanding.</p> <p>Debate and discuss different opinions about historical causes and effects.</p>	<p>Compare accounts of events from different sources – fact or fiction.</p> <p>Offer some reasons for different versions of events.</p>	<p>Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer.</p> <p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research.</p> <p>Draw conclusions based on a range of sources.</p>	<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>
Year 6	<p>Place current study on time line in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to 10 events on a time line.</p> <p>Comment on trends that happen over time.</p> <p>Annotate a timeline with historical terms and facts, showing a sense of historical scale</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p>	<p>Independently ask and answer clear and accurate questions about the past.</p> <p>Discuss and compare a range of plausible causes and effects.</p> <p>Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confidently use books/ the internet to research.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Reach conclusions on what happened based on the study of a range of sources.</p> <p>Reflect on enquiries and identify ways in which they could be improved or extended.</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Use a timeline to track historical events from previous time in school.</p>

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Year A topics: Ancient Greece – a study of Greek life and achievements and their influence on the western world; A non-European society that provides contrasts with British history (Maya and Anglo-Saxons).

Year B topics: Windrush generation; A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (5 Monarchs/ Battle of Britain); A local history study: How did conflict change our local area in WW2?