

	Year 1/2	Year 3/4	Year 5/6
Historical Enquiry	<p>What was school like in the past?</p> <ul style="list-style-type: none"> Sequencing up to six photographs, focusing on the intervals between events. Making simple observations about a source or artefact. Evaluating the usefulness of sources to a historical enquiry. Expressing a personal response to a historical story or event through discussion, drawing our writing. 	<ul style="list-style-type: none"> Explaining similarities and differences between daily lives of people in the past and today. Identifying primary and secondary sources. Identifying the bias of a source. Using a range of sources to find out about a period. 	<p>Famous people/pioneers</p> <ul style="list-style-type: none"> Understanding how historical enquiry questions are structured. Identifying weaknesses in historical accounts and arguments. Evaluating the usefulness of different sources. Use a variety of primary and secondary sources to infer and refer about famous peoples lives
	<p>What is a monarch?</p> <ul style="list-style-type: none"> Discussing who was important in a historical event. Understanding how we use books and sources to find out about the past. 	<ul style="list-style-type: none"> Explaining similarities and differences between daily lives of people in the past and today. Identifying primary and secondary sources. 	<p>Pirate/Privateer</p> <ul style="list-style-type: none"> Understanding how historical enquiry questions are structured. Identifying weaknesses in historical accounts and arguments. Understanding that there may be multiple conclusions to a historical enquiry question.

	<ul style="list-style-type: none"> Using artefacts, photographs and visits to museums to ask and answer questions about the past. 	<ul style="list-style-type: none"> Identifying the bias of a source. Using a range of sources to find out about a period. 	
	<p>How did we learn to fly?</p> <ul style="list-style-type: none"> Using artefacts, photographs and visits to museums to ask and answer questions about the past. Selecting information from a source to answer a question. Making links and connections across a unit of study. Making simple conclusions about a question using evidence to support. 	<ul style="list-style-type: none"> Explaining similarities and differences between daily lives of people in the past and today. Identifying primary and secondary sources. Identifying the bias of a source. Using a range of sources to find out about a period. 	<p>Vikings/Anglo Saxons</p> <ul style="list-style-type: none"> Understanding how historical enquiry questions are structured. Identifying weaknesses in historical accounts and arguments. Understanding that there may be multiple conclusions to a historical enquiry question.
<p>Historical Understanding</p>			
	<p>What was school like in the past?</p>	<ul style="list-style-type: none"> Using a range of sources to construct knowledge of the past. 	<p>Famous people/pioneers</p> <ul style="list-style-type: none"> Constructing answers using evidence to substantiate findings.

	<ul style="list-style-type: none"> Using sources to show an understanding of historical concepts. Selecting information from a source to answer a question. Asking a range of questions about stories, events and people. 	<ul style="list-style-type: none"> Creating a structured response or narrative to answer a historical enquiry. Asking questions about the main features of everyday life in periods studied, e.g. how did people live. 	<ul style="list-style-type: none"> Creating a structured response or narrative to answer a historical enquiry. Reaching conclusions that are substantiated by historical evidence.
	<p>What is a monarch?</p> <ul style="list-style-type: none"> Recognising why people did things, why events happened and what happened as a result. Understanding the importance of historically-valid questions. Making simple conclusions about a question using evidence to support. Using relevant vocabulary in answers. 	<ul style="list-style-type: none"> Using a range of sources to construct knowledge of the past. Creating a structured response or narrative to answer a historical enquiry. Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Asking the question "How do we know?" 	<p>Pirate/privateer</p> <ul style="list-style-type: none"> Constructing answers using evidence to substantiate findings. Creating a structured response or narrative to answer a historical enquiry. Reaching conclusions that are substantiated by historical evidence.

	<p>How did we learn to fly?</p> <ul style="list-style-type: none"> Identifying simple reasons for changes. Recognising different ways in which the past is represented (including eye-witness accounts). Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Comparing pictures or photographs of people or events in the past. 	<ul style="list-style-type: none"> Using a range of sources to construct knowledge of the past. Creating a structured response or narrative to answer a historical enquiry. Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Asking the question "How do we know?" 	<p>Vikings/Anglo Saxons</p> <ul style="list-style-type: none"> Constructing answers using evidence to substantiate findings. Creating a structured response or narrative to answer a historical enquiry. Reaching conclusions that are substantiated by historical evidence.
<p>Chronological understanding</p>	<p>What was school like in the past?</p> <ul style="list-style-type: none"> Knowing where people/events studied fit into a chronological framework. 	<ul style="list-style-type: none"> Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of 	<p>Famous people/pioneers</p> <ul style="list-style-type: none"> Describing past events orally or in writing, recognising similarities and differences with today. Placing key events and people on a timeline Place key historical periods on a timeline

	<ul style="list-style-type: none"> Recognising different ways in which the past is represented (including eye-witness accounts). 	<p>time and the duration of historical events or periods.</p> <ul style="list-style-type: none"> Using BC/AD/Century. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Comparing different periods of history and identifying changes and continuity. 	
	<p>What is a monarch?</p> <ul style="list-style-type: none"> Knowing where people/events studied fit into a chronological framework. Knowing some things which have changed/stayed the same as the past. 	<ul style="list-style-type: none"> Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. 	<p>Pirate/privateer</p> <ul style="list-style-type: none"> Describing past events orally or in writing, recognising similarities and differences with today. Placing key events and people on a timeline Place key historical periods on a timeline

	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Using BC/AD/Century. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Placing the time studied on a timeline. • Comparing different periods of history and identifying changes and continuity. 	
	<p>How did we learn to fly?</p> <ul style="list-style-type: none"> • Placing events on a timeline, building on times studied in Year 1 and 2. • Knowing where people/events studied fit into a chronological framework. • Discussing who was important in a historical event. 	<ul style="list-style-type: none"> • Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. • Using dates to work out the interval between periods of time and the duration of historical events or periods. • Using BC/AD/Century. 	<p style="text-align: center;">Vikings and Anglo Saxons</p> <ul style="list-style-type: none"> • Describing past events orally or in writing, recognising similarities and differences with today. • Placing key events and people on a timeline • Place key historical periods on a timeline •

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