



Progression of Historical Enquiry 2024-2025



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretations	<p>Answer 'how' and 'why' questions in response to stories or events.</p> <p>Explain own knowledge and understanding and ask appropriate questions.</p>	<p>Observe and use pictures, photographs and artefacts to find out about the past. (All units)</p> <p>Start to know that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. (All units)</p>	<p>Start to compare two versions of past events (Gunpowder Plot, Significant individuals)</p> <p>Observe and use pictures, photographs and artefacts to find out about the past. (All units)</p> <p>Start to use stories or accounts to distinguish between fact and fiction (Gunpowder Plot)</p> <p>Know that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. (All Units)</p>	<p>Look at two versions of the same event or story in history and identify some differences (Stone Age)</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. (Stone Age)</p> <p>Begin to understand some of the ways in which historians and others investigate the past. (Stone Age and Ancient Egypt)</p>	<p>Look at two versions of the same event or story in history and identify differences. (Vikings & Romans)</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. (Vikings & Romans)</p> <p>Understand some of the ways in which historians and others investigate the past. ((All units)</p>	<p>Find and analyse a wide range of evidence about the past. (All units)</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. (Ancient Greece)</p> <p>Consider different ways of checking the accuracy of interpretations of the past. (Ancient Greece)</p> <p>Start to understand the difference between primary and secondary evidence and start to question its reliability. (All units)</p> <p>Continue to develop their understanding of how historians and others investigate the past. (All units)</p>	<p>Find and analyse a wide range of evidence about the past. (All units)</p> <p>Use a range of evidence to offer clear reasons for different interpretations of events, linking this to factual understanding about the past. (World War II)</p> <p>Consider different ways of checking the accuracy of interpretations of the past. (World War II)</p> <p>Understand the difference between primary and secondary evidence and to question its reliability. (All units)</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others (World War II)</p> <p>Show an awareness of the concept of propaganda. (World War II)</p>



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Historical Investigations	Know that information can be retrieved from books and computers.	<p>Observe or handle evidence to ask simple questions about the past. (Toys)</p> <p>Observe or handle evidence to find answers to simple questions about the past. (All units)</p> <p>Sort some objects/artefacts into new and old and then and now. (Toys)</p>	<p>Observe or handle evidence to ask simple questions about the past. (Remembrance, Local History)</p> <p>Observe or handle evidence to find answers to simple questions about the past based on simple observations. (All units)</p> <p>Use evidence to explain the key features of events. (Gunpowder Plot; Remembrance; Significant Individuals)</p> <p>Sort some objects/artefacts into new and old and then and now. (Gunpowder Plot; Remembrance)</p>	<p>Use a range of primary and secondary sources to find out about the past. (All units)</p> <p>Begin to select and organize relevant information to construct an answer to an enquiry question. (Stone Age, Ancient Egypt)</p> <p>Begin to use sources such as maps to build up a clearer picture of the past; (Stone Age, Local History)</p> <p>Begin to undertake their own research. (Ancient Egypt)</p>	<p>Use a range of primary and secondary sources to find out about the past; (All units)</p> <p>Carefully select and organize relevant information to construct an answer to an enquiry question. (All units)</p> <p>Use maps to build up a clearer picture of the past; (All units)</p> <p>Regularly address and sometimes devise own questions to find answers about the past; (The Romans)</p> <p>Undertake their own research. (The Romans)</p>	<p>Recognise when they are using primary and secondary sources of information to investigate the past. (All units)</p> <p>Use a wide range of sources to collect evidence about the past, including artefacts; pictures, documents; online material, photographs, historic statues, figures or sculptures and historic sites. (Maya Civilization and Greeks)</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses. (All units)</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer. (Ancient Greece)</p>	<p>Make conscious choices when using primary and secondary sources of information to investigate the past. (All units)</p> <p>Use a wide range of sources to collect evidence about the past, including artefacts; pictures, documents; online material, photographs, historic statues, figures or sculptures and historic sites. (World War II)</p> <p>Select relevant sections of information to address historically valid questions. and construct detailed, informed responses. (All units)</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer and researching the answers. (All units)</p>



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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Talk about past and present events in their own lives and in lives of family members.</p> <p>Use every day language related to time.</p> <p>Order and sequence familiar events.</p> <p>Describe main story settings, events and principal characters.</p>	<p>Sequence pictures from different periods; (All units)</p> <p>Describe memories and changes that have happened in their own lives. (Toys)</p> <p>Begin to use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. (All units)</p>	<p>Sequence artefacts and events that are close together in time. (Local History; Remembrance)</p> <p>Order dates from earliest to latest on simple timelines. (Gunpowder Plot, Local History, Significant individuals)</p> <p>Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. (All units)</p>	<p>Begin to sequence more than one event/ figure on a timeline using correct terminology to describe the passing of time. (Stone Age, Ancient Egypt)</p> <p>Begin to understand a timeline can be divided into BC (Before Christ) and AD (Anno Domini). (Stone Age; Ancient Egypt)</p>	<p>Sequence more than one event/ figure on a timeline using correct terminology to describe the passing of time, (All units)</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). (All units)</p>	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately. (All units)</p> <p>Accurately use dates and terms to describe historical events. (All units)</p> <p>Understand how some historical events/periods occurred concurrently in different locations, e.g. Anglo Saxons and Maya Civilization in the Classic Period.</p>	<p>Order events from current studies on a timeline, in relation to events from other studies. (All units)</p> <p>Accurately use dates and terms to describe historical events. (All units)</p> <p>Understand how some historical events/periods occurred concurrently in different locations, (All units)</p>



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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Understanding of Events and People in the Past	Talk about past and present events in their own lives and in the lives of family members.	<p>Begin to know and recount episodes from stories and significant events in history. (The First Flight)</p> <p>Understand that there are reasons why people in the past acted as they did. (The First Flight; Castles)</p> <p>Describe significant individuals from the past. (The First Flight)</p>	<p>Know and recount episodes from stories and significant events in history. (Gunpowder Plot; Significant Individuals)</p> <p>Understand that there are reasons why people in the past acted as they did and be able to explain these in detail. (Gunpowder Plot; Significant individuals; Remembrance (Moina Michael and members of our school community on our war memorial); Local History (Ernest Stevens) and Significant Individuals)</p> <p>Describe significant individuals from the past and understand why they were significant. (Local History; Significant Individuals)</p>	<p>Begin to explain how people and events in the past have influenced life today. (Stone Age)</p> <p>Identify some key features, aspects and events of the time studied. (Stone Age, Ancient Egypt)</p> <p>Begin to recognise that there are connections and contrasts between aspects of history, people, events and artefacts studied. (Stone Age; Ancient Egypt)</p>	<p>Explain how people and events in the past have influenced life today. (The Romans)</p> <p>Identify key features, aspects and events of the time studied. (All units)</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied. (Anglo Saxons and Vikings)</p>	<p>Identify and note connections, contrasts and trends over time in the everyday lives of people. (All Units)</p> <p>Begin to use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time. (All units)</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. (Ancient Greece)</p>	<p>Identify and describe connections, contrasts and trends over time in the everyday lives of people. (Crime and Punishment)</p> <p>Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time. (All units)</p> <p>Describe in detail the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. (World War II;)</p>

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Presenting, Organising and Communicating	Retrieve and use marks they can interpret and explain.	<p>Talk, write and draw about things from the past; (All units)</p> <p>Use historical vocabulary to retell simple stories about the past. (All units)</p>	<p>Talk, write and draw about things from the past. (All units)</p> <p>Use historical vocabulary to retell simple stories about the past. (All units)</p>	<p>Communicate ideas and research about the past using different genres of writing, drawing, storytelling, diagrams, data-handling, drama and ICT (All units)</p> <p>Begin to present ideas based on their own research about a studied period. (Ancient Egypt)</p>	<p>Communicate ideas and research about the past using different genres of writing, drawing, storytelling, diagrams, data-handling, drama and ICT (All units)</p> <p>Present ideas based on their own research about a studied period. (The Romans)</p>	<p>Present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written narratives. (All Units)</p> <p>Plan and present a self-directed project or research about the studied period. (Ancient Greece)</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms. (All units)</p> <p>Plan and present a self-directed project or research about the studied period. (World War II)</p>



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Substantive Concepts and Historical Vocabulary	<p>Start to show some basic understanding of substantive concepts.</p> <p>Talk about things from the past using some vocabulary relating to the passing of time.</p>	<p>Start to show some basic understanding of substantive concepts, such as, monarchy (governance) achievement; legacy; movement; society; culture and technology (All units)</p> <p>Talk and write about things from the past using some historical vocabulary (All units)</p>	<p>Start to show some basic understanding of substantive concepts, such as monarchy (governance); conflict; rebellion; war; achievement; legacy; society; culture and religion (All units)</p> <p>Talk and write about things from the past using some historical vocabulary (All units)</p>	<p>Build on prior knowledge to start to gain further understanding of substantive concepts; (All units)</p> <p>Understand and use an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information. (All units)</p>	<p>All units:</p> <p>Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts.</p> <p>Start to recognise that some concepts, such as technology, will be different across different periods of history.</p> <p>Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>		