

HE- Historical Enquiry

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Ask and answer question about old & new things in a picture	Ask and answer questions by using a specific source, such as an information book, photographs and newspapers	Ask and answer questions using various sources of evidence to answer questions	Ask and answer questions using historical sources and understand bias / contrasting arguments	Reflect upon reliable sources of evidence and consider its credibility and reliability (misinformation and propaganda)	Evaluate a range of evidence to help extract the most reliable information . Consider that people (themselves included) have a point of view and this can affect their interpretation of the past. Identify & explain their understanding of propaganda
	Research a significant person in a given period from the past & use photographs and illustrations to present their findings	Use a historical source to create written narratives, structured accounts and analysis of the past.	Use some historical sources of evidence to create written narratives, structured accounts and analysis	Use a variety historical sources to create written narratives, structured accounts and analysis	Use a full range of historical sources to create written narratives, structured accounts and analysis
Research about a famous event that happened in Britain	Research the life of a famous Briton from the past	Research a specific event from the past, identifying similarities and differences	Research two versions of an event & say how they differ	Make comparisons between different versions of events in history and identify the differences between them. Understand why people both now and in the past represent ideas in a way that persuades others	Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. Look at two different versions & say how the author may be attempting to persuade or give a specific viewpoint. Give more than one reason to support a historical argument
Give a plausible explanation about what an object was used for in the past	Give more than one plausible explanation about what an object was used for in the past	Recognise the part that archaeologists and artefacts have had in helping develop an accurate view about what happened in the past	Develop a point of view based upon historical findings and artefacts	Appreciate and explain how archaeologists work, and how artefacts have helped us understand more about British lives in the present & past	Use artefacts from ancient civilization and say how they may have been used

Historical knowledge and chronology

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Order events or objects in order of age or time</p> <p>Describe and order things that have happened to themselves and others in the past</p>	<p>Use a timeline to sequence events or objects in chronological order & give reasons for their order</p> <p>Recognise that a story, which is read to me, may have happened a long time ago</p>	<p>Use a timeline within a specific period in history to set out events by their date</p> <p>Understand and use chronology in different eras of British history using</p>	<p>Create a timeline within a specific period in history to set out events by their date</p> <p>With increased confidence, understand and use chronology in different eras of British history</p>	<p>With reference to key periods in history create a timeline to order significant events, figures and movements by date (including those studied)</p>	<p>With reference to key periods in history, construct a timeline to order significant events, figures and movements by date (including those studied) and show developments in culture, technology, religion and society</p>
<p>Verbally sequence events using prepositions of time (now, then)</p>	<p>Understand how to verbally sequence events, using prepositions of time (before, after, past, present)</p>	<p>Document the sequence of events using prepositions of time (before, after, past, present)</p>	<p>Understand that a timeline can be divided into BC, BCE and AD plot recent history on a timeline using centuries and place periods of history on a timeline showing periods of time</p>	<p>Use words and phrases such as BC, BCE, AD, CE , century, and appropriate prepositions to show when and where places were built/ important events took place</p>	<p>Use words and phrases such as BC, BCE, AD, CE ,century,era, period, ancient and appropriate prepositions to show when and where events occurred</p>
<p>Recognise that their local area was different in the past</p>	<p>Explain how their local area was different in the past</p>	<p>Connect local, national and international history</p> <p>Understand an aspect of history in the wider world</p>	<p>Use evidence to understand an aspect of history in the wider world</p>	<p>Describe historical events from the different periods they are studying/have studied</p>	<p>Describe features of historical events & people from past societies & periods they have studied</p>
		<p>Lead my own enquiry into an important historical event I am interested in and present my findings in a clear and succinct manner</p>	<p>Lead my own inquiry into an important historical person I am interested in and present their findings in a clear and succinct manner</p>	<p>Lead their own enquiry into an aspect of British history they are interested in and present their findings in a clear and succinct manner</p>	<p>Lead their own enquiry into an aspect of world history they are interested in and present their findings in a clear and succinct manner</p>

Understand that we have a monarchy that rules us (for many years), explain what is meant by a parliament and recognise that we celebrate holidays, such as bonfire night, because of the past	Explain why Britain has a special history by naming famous events & famous people	Recognise that Britain has been invaded by several different groups over time	Appreciate the different lifestyle and culture of early Brits (including diet, social structure and warfare)	Describe a key event from Britain's past using a range of evidence from different sources	Summarise how Britain has had a major influence on world history
Appreciate that some famous people have helped our lives be better today	Give examples of things that are different in their life from that of a past generation when they were young	Describe how some things from the past have affected our lives today	Explain how events from the past helped shape our lives	Appreciate and reflect upon significant events in history that have helped shape the country we have today	Summarise what Britain may have learnt from other countries & civilizations throughout history
Recognise that the lives of wealthy people were very different from those of poor people	Compare similarities and differences in ways of life between individuals, events or time periods	Understand people from the past cooked & travelled differently & used different weapons from ours	Understand and explain how other civilizations would have lived very differently. Suggest why certain events happened as they did in history and why certain people behaved as they did	Make comparisons between historical periods; explaining things that have changed & things which have stayed the same, and why this may have happened	Summarise the main events from a specific period in history, considering changes in culture, technology, religion and society
Recount some interesting facts from an historical event, such as where the fire of London started	Recount the life of someone famous from Britain from the past,, giving attention to what they did in early life & what they did in later life.	Recount a significant event in history (giving interesting details)	Recount a significant event in history (giving interesting details)	Recount a significant event in history (giving concise details)	Recount a significant event in history (giving concise details including dates)
Verbally order two contrasting objects, events and people (using vocabulary long ago, older than, before, after and current) in relation to time and your lifetime.	Verbally and physically order up to three clearly time separated objects, events and people (using vocabulary long ago, in the past, older than, before, after and current) in relation to time and your lifetime	In relation to time, order: events, people and objects. Make links to prior learning and order (using vocabulary- long ago, ancient (BC,AD decade, century, millennium, and modern)	In relation to time, order: events, people and objects. Make links to prior learning and order (using vocabulary- long ago, ancient (BCE,BC,AD decade, century, millennium, and modern)	Compare studied aspects of history. Make reference to historical context and changes as well as their place in time (reference explicit dates) (using vocab- period, during, BCE, Common Era, AD, BC,decade, century, millennium)	Evaluate and compare studied aspects of history. Make reference to historical context and changes as well as their place in time (reference explicit dates) (using vocab- period, during, BCE, Common Era, AD, BC,decade, century, millennium)

Oracy

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Speak clearly and loudly enough to communicate meaningfully	Talk about historical topics that are of interest to them or which they enjoy	Talk and listen confidently in different situations	Talk and listen confidently and carefully in a wide range of contexts	Talk and listen confidently in a wide range of contexts including some that are formal. Begin to use hypothetical language to consider more than one possible solution	Listen carefully and adapt talk to the demands of different contexts, purposes and audiences. Use hypothetical speculative language to express possibilities
Ask questions about matters of interest including questions about old objects, new objects and artefacts. Start to ask and answer questions with more than one word, adding detail to their speech	Ask and answer questions to gain information and clarify meaning Begin to develop and explain their ideas	Ask and answer relevant questions about change, cause, similarities, differences and significance Develop and explain their ideas giving reasons	Ask and answer questions to clarify or develop understanding, including consideration of change, cause, similarities and differences Develop and explain their ideas giving reasons showing consideration of evidence	Ask and answer question to understand cause and consequence, change and continuity and similarities and differences when developing and sharing ideas	Ask and answer questions to evaluate cause and consequence, change and continuity and similarities and differences between different time periods when explaining ideas and opinions – elaborating to make meaning explicit, and where possible referencing historically valid sources to support
Express feelings and ideas when talking about matters of interest	Express themselves using complete sentences	Sequence and communicate ideas in an organised and logical way in complete sentences	Sequence, develop and communicate ideas in an organised and logical way in complete sentences	Express ideas and options justifying a point of view which is based upon valid historical context	Use evidence to support ideas and opinions, and reflect upon the reliability, credibility and potential for bias when using evidence
Retell a familiar story set in the past Speak in complete sentences after an adult has modelled this	Retell a familiar story using narrative language Speak in complete sentences when sharing ideas	Formally present ideas or information to an audience and vary the amount of detail dependent on purpose. Recognise meanings can be expressed in different ways dependent on the context	Formally present ideas or information to an audience with confidence and vary the amount of detail and language choices to meet the needs of the audience	Adapt spoken language (vary expression and vocab) for the audience, and explain the effect of using different language for different purposes	Use formal language of persuasion to structure a logical argument and understand and select the appropriate register according to the context

<p>Start to understand how to take turns when speaking</p> <p>Start to listen to others and respond appropriately</p>	<p>Usually listen carefully and respond appropriately</p> <p>Take turns when talking in pairs or small groups</p>	<p>Show understanding of the main points in a discussion</p> <p>Participate fully in paired and group discussions</p>	<p>Show understanding of the significant details in a discussion.</p> <p>Participate fully in paired and group discussions and give answers, which are justified with evidence, to respond to questions</p>	<p>Show understanding of the main points, significant details and implied meanings in a discussion and historical sources. Listen carefully in discussions, make contributions and ask questions that are historically valid</p>	<p>Actively taking on different roles within a discussion, debate issues maintaining a focused point of view, making comparisons to known different historical contexts. Pay close attention to, and consider the view and opinions of, others in discussions</p>
<p>Begin to use new vocabulary learned in daily sessions</p>	<p>Make more specific vocabulary choices, e.g. technical language and use of everyday historical terminology</p>	<p>Vary the use and choice of vocabulary including technical language – dependent on the purpose and audience</p>	<p>With increasing confidence, vary the use and choice of vocabulary (including technical/historical language) dependent on the purpose and audience</p>	<p>Confidently, vary the use and choice of vocabulary (including technical language and historical terminology) dependent on the purpose and audience</p>	<p>Apply accurately and vary the use and choice of vocabulary (including technical language and historical terminology) dependent on the purpose and audience</p>
<p>Begin to understand how to change language when speaking to different listeners, e.g. peers and adults</p>	<p>Begin to be aware that formal and informal situations require a different role and language</p>	<p>Be aware that formal and informal situations require a different role and language</p>	<p>Show understanding of how and why language choices vary in different contexts</p>	<p>Begin to use Standard English in formal situations</p>	<p>Use Standard English fluently in formal situations</p>

Vocabulary

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>before I was born, when I was younger before, after, past, present, then & now</p> <p>Chronology, current, recent, long ago. Old, new ,first, next, yesterday, tomorrow, past, present future,</p> <p>Event, different, same, change, era, time order, object, item, artefact</p>	<p>BC (Before Christ), AD (Anno Domini Year of our lord), BCE (Before Common Era, CE (Common Era) decade, ancient & century</p> <p>Chronological, significant, power, development, compare, contrast, influence, legacy, conquer, combat, settlement consequence, invasion, monarch, social structure, Empire, artefact, version</p>	<p>BC (Before Christ), AD (Anno Domini Year of our lord), BCE (Before Common Era, CE (Common Era) decade, millennium, ancient & century</p> <p>primary evidence and secondary evidence, bias, prejudice, interpretation, validity, credibility, trustworthy, point of view, comparison</p> <p>Rise and fall, exploration, empire, hierarchy, oppression, rebellion, retreat, continuity, ideologies (religious and cultural), birthright, democracy, propaganda, artefact, commemorate, hypothesis</p>
<p>The Great Fire of London:</p> <p>Squirt, leather bucket, fire hook, wattle and daub, timber frame, cathedral, embers, douse, extinguished, London, River Thames, St Paul's Cathedral, London Bridge</p> <p>Neil Armstrong:</p> <p>USA, NASA, commander, orbit, Earth, Moon, astronaut Apollo 11, Space,</p> <p>Christopher Cloumbus:</p> <p>Explorer, compass, merchant, ocean, Santa Maria, navigator, ocean, continent, equator, famous</p> <p>Victorians:</p> <p>Colony, monarchy, Queen Victoria, British Empire, hygiene, middle class, upper class, working class, paupers, workhouse, disease, coronation, compulsory</p>	<p>Stone Age to Iron Age:</p> <p>Agriculture, sacrifice, Stone Age, Bronze Age, Iron Age, Palaeolithic (Old Stone Age), Mesolithic (Middle Stone Age), Neolithic (New Stone Age), settler, hunter-gatherer, stone circle, ceremony, pagan</p> <p>The Vikings:</p> <p>Migration, emigration, myths and legends, prehistory, settler, heathen, torture, combat, conflict, Norse, runes, tribe, kingdom, rebellion, pagan, aristocracy, exile, Danegeld, longship, incade, outlawed, pillaged, raid, monastery</p> <p>The Romans:</p> <p>Traitor, senate, emperor, god/goddess, republic, state, slave, aqueduct, bath house, legion,</p>	<p>World War Two:</p> <p>Allies, Axis, Appeasment, Blitzkrieg, Kristallnacht, concentration camp, D-Day, Holocaust, Eastern Front, Fuhrer, Final Solution, gestapo, kamikaze, luftwaffe, RAF, V-E Day, Nazi,</p> <p>Ancient Egyptians:</p> <p>Pyramid, amulet, embalm, hieroglyphs, mummy, papyrus, barque, sarcophagus, pharaoh, scribe, canopic jars, Eygptolgist, stele,</p> <p>Mayans:</p> <p>Glyphs, codices, Chichen Itza, cacao, ahau or ahaw, batab, Itazmna, huipil, Kin, Kukulcan, Uinal, sacrifice</p> <p>Ancient Greece:</p> <p>Acropolis, state, civilization, Mount Olympus, Parthenon, temple, theatre, theories, Sparta, Athens, Hoplites, slaves, column, siege, philosophy, myths, demi-gods, Zues</p>

