

KS1 Progression of Skills in History

Chatsworth	How am I making history?	How have toys changed?	How have explorers changed the world?
	Chronological understanding - Sequence three or four events in their own life. - Use common words and phrases for the passing of time. - Place events on a simple timeline. - Recognise that some things have changed and some have stayed the same. - Describe simple changes and things that remain the same. - Identify similarities and differences over time. - Recall special events in their own lives. - Use vocabulary such as <i>old, new, long time ago</i>. Range and depth of historical understanding - Understand that some things change, while others remain the same and some are new. - Describe the main features of concrete/historical evidence from the past. Interpretations of history - Begin to identify different ways of representing the past, e.g. photographs and stories. Historical enquiry - Use artefacts, photographs and museum visits to answer simple questions about the past. - Make simple observations about the past from a source. - Interpret evidence by making simple deductions. - Ask <i>how</i> and <i>why</i> questions based on stories, events and people. Organisation and communication - Communicate findings through discussion and timelines using physical objects/pictures.	Chronological understanding - Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). - Sequencing three or four artefacts from different periods of time. - Beginning to look for similarities and differences over time in their own lives. - Describing simple changes and ideas/objects that remain the same. - Understanding that some things change while other items remain the same and some are new. - Being aware that some things have changed and some have stayed the same in their own lives. - Recalling special events in their own lives. - Sorting artefacts from then and now. - Using vocabulary such as – old, new, long time ago. Range and depth of historical understanding - Asking why things happen and beginning to explain why with support. - Describing the main features of concrete evidence of the past or historical evidence. Interpretations of history - Beginning to identify different ways to represent the past (e.g. photos, stories). Historical enquiry - Using artefacts, photographs and visits to museums to answer simple questions about the past. - Finding answers to simple questions about the past using sources (e.g. artefacts). - Asking how and why questions based on stories, events and people. - Asking questions about sources of evidence (e.g. artefacts). - Using sources of information, such as artefacts, to answer questions. - Drawing out information from sources. - Making simple observations about the past from a source. - Interpreting evidence by making simple deductions. - Making simple inferences and deductions from sources of evidence. - Drawing simple conclusions to answer a question. Organisation and communication - Communicating findings through discussion and timelines with physical objects/pictures.	Chronological understanding - Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). - Placing events on a simple timeline. - Recording on a timeline a sequence of historical stories heard orally. - Describing simple changes and ideas/objects that remain the same. - Understanding that some things change while others remain the same and some are new. - Using vocabulary such as – old, new, long time ago. Range and depth of historical understanding - Asking why things happen and beginning to explain why with support. - Describing the main features of concrete evidence of the past or historical evidence. Interpretations of history - Beginning to identify different ways to represent the past (e.g. photos, stories). - Expressing a personal response to a historical story or event. Historical enquiry - Using artefacts, photographs and museum visits to answer simple questions about the past. - Finding answers to simple questions about the past using sources (e.g. artefacts). - Asking how and why questions based on stories, events and people. - Asking questions about sources of evidence (e.g. artefacts). - Using sources of information, such as artefacts, to answer questions. - Drawing out information from sources. - Making simple observations about the past from a source. - Interpreting evidence by making simple deductions. - Making simple inferences and deductions from sources of evidence. - Drawing simple conclusions to answer a question. Organisation and communication - Communicating findings through discussion and timelines with physical objects/pictures. - Discussing and writing about past events or stories in narrative or dramatic forms.

Bolesworth	How was school different in the past?	How did we learn to fly?	What is a monarch?
	Chronological understanding - Sequencing up to six photographs, focusing on the intervals between events. - Knowing where people/events studied fit into a chronological framework. - Recognising some things which have changed/stayed the same as the past. - Identifying simple reasons for changes. - Identifying similarities and differences between ways of life at different times. - Making comparisons with their own lives. Range and depth of historical understanding - Finding out about people, events and beliefs in society. - Making links and connections across a unit of study. Interpretations of history - Recognising different ways in which the past is represented (including eye-witness accounts). - Comparing pictures or photographs of people or events in the past. - Expressing a personal response to a historical story or event through discussion, drawing or writing. Historical enquiry - Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Making simple observations about a source or artefact. - Using sources to show an understanding of historical concepts. - Asking a range of questions about stories, events and people. - Understanding the importance of historically-valid questions. - Understanding how we use books and sources to find out about the past. - Using a source to answer questions about the past. - Evaluating the usefulness of sources to a historical enquiry. - Selecting information from a source to answer a question. - Making simple conclusions about a question using evidence to support.	Chronological understanding - Sequencing up to six photographs, focusing on the intervals between events. - Sequencing up to six events on a timeline. - Beginning to recognise how long each event lasted. - Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). - Recognising some things which have changed/stayed the same as the past. - Identifying simple reasons for changes. - Beginning to look for similarities and differences over time in their own lives. - Identifying similarities and differences between ways of life at different times. - Making comparisons with their own lives. Range and depth of historical understanding - Discussing who was important in a historical event. - Using sources to show an understanding of historical concepts. - Making links and connections across a unit of study. - Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings). Interpretations of history - Recognising different ways in which the past is represented (including eye-witness accounts). - Comparing pictures or photographs of people or events in the past. - Developing their own interpretations from artefacts, photographs and written sources. - Expressing a personal response to a historical story or event through discussion, drawing or writing. Historical enquiry - Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Making simple observations about a source or artefact. - Identifying a primary source. - Asking questions about sources of evidence (e.g. artefacts). - Asking a range of questions about stories, events and people. - Using a source to answer questions about the past. - Interpreting evidence by making simple deductions. - Making simple conclusions about a question using evidence to support. Organisation and communication - Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). - Using relevant vocabulary in answers. - Describing past events and people by drawing or writing.	Chronological understanding - Sequencing up to six photographs, focusing on the intervals between events. - Knowing where people/events studied fit into a chronological framework. - Identifying similarities and differences between ways of life at different times. - Identifying simple reasons for changes. - Knowing some things which have changed/stayed the same as the past. Range and depth of historical understanding - Recognising why people did things, why events happened and what happened as a result. - Finding out about people, events and beliefs in society. - Discussing who was important in a historical event. - Using sources to show an understanding of historical concepts. - Making links and connections across a unit of study. Interpretations of history - Recognising different ways in which the past is represented (including eye-witness accounts). - Comparing pictures or photographs of people or events in the past. Historical enquiry - Asking questions about why people did things, why events happened and what happened as a result. - Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Making simple observations about a source or artefact. - Asking a range of questions about stories, events and people. - Understanding the importance of historically-valid questions. - Understanding how we use books and sources to find out about the past. - Using a source to answer questions about the past. - Evaluating the usefulness of sources to a historical enquiry. - Selecting information from a source to answer a question. - Making simple conclusions about a question using evidence to support. Organisation and communication - Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). - Using relevant vocabulary in answers. - Describing past events and people by drawing or writing.

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KS2 Progression of Skills in History

Melandra	Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	How have children’s lives changed?	How did the achievements of the ancient Maya impact their society and beyond?
	Chronological understanding - Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. - Understanding that history is divided into periods of history e.g. Stone Age, Neolithic period. - Using dates to work out the interval between periods of time and the duration of historical events or periods. - 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. - Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. - Noticing connections over a period of time. - Identifying what the situation was like before the change occurred. - Comparing different periods of history and identifying changes and continuity. - Describing the changes and continuity between different periods of history. Range and depth of historical understanding - Identifying reasons for change and reasons for continuities. - Identifying the links between different societies. - Identifying reasons for historical events, situations and changes. - Identifying similarities and differences between periods of history. - Explaining similarities and differences between daily lives of people in the past and today.	Chronological understanding - 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. - Sequencing eight to ten artefacts, historical pictures or events. - Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. - Placing the time studied on a timeline. - Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. - Noticing connections over a period of time. - Making a simple individual timeline. - Identifying what the situation was like before the change occurred. - Comparing different periods of history and identifying changes and continuity. - Describing the changes and continuity between different periods of history. - Recognising similarities and differences between past events and today. Range and depth of historical understanding - Identifying reasons for change and reasons for continuities. - Identifying the consequences of events and the actions of people. - Identifying reasons for historical events, situations and changes. - Identifying similarities and differences between periods of history. - Explaining similarities and differences between daily lives of people in the past and today. - Recalling some important people and events. - Making links and connections across a period of time, cultures or groups. Interpretations of history - Identifying who is important in historical sources and accounts. - Identifying sources which are influenced by the personal beliefs of the author. - Identifying and giving reasons for different ways in which the past is represented. - Identifying the differences between different sources and giving reasons for the ways in which the past is represented.	Chronological understanding - Using BC/AD/Century. - Placing the time studied on a timeline. - Using dates and terms related to the unit and passing of time, e.g. millennium, continuity and ancient. - Noticing connections over a period of time. - Identifying what the situation was like before the change occurred. - Comparing different periods of history and identifying changes and continuity. - Describing the changes and continuity between different periods of history. - Recognising similarities and differences between past events and today. Range and depth of historical understanding - Identifying the links between different societies. - Identifying the consequences of events and the actions of people. - Identifying reasons for historical events, situations and changes. - Making links and connections across a period of time, cultures or groups. - Comparing the beliefs of different cultures, times and groups. Interpretations of history - Identifying and giving reasons for different ways in which the past is represented. - Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books. - Understanding that there are different ways to interpret evidence. - Interpreting evidence in different ways. - Identifying weaknesses in historical accounts and arguments. Historical enquiry - Using a range of sources to find out about a period. - Using evidence to build up a picture of a past event. - Observing the small details when using artefacts and pictures.

	- Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Making links and connections across a period of time, cultures or groups. Interpretations of history - Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. - Interpreting evidence in different ways. - Identifying weaknesses in historical accounts and arguments. Historical enquiry - Using a range of sources to find out about a period. - Using evidence to build up a picture of a past event. - Observing the small details when using artefacts and pictures. - Evaluating the usefulness of different sources. - Understanding how historical enquiry questions are structured. - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Creating questions for different types of historical enquiry. - Using a range of sources to construct knowledge of the past. - Extracting the appropriate information from a historical source. - Identifying primary and secondary sources. - Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. - Asking the question “How do we know?” - Reaching conclusions that are substantiated by historical evidence. Organisation and communication - Constructing answers using evidence to substantiate findings. - Creating a structured response or narrative to answer a historical enquiry. - Describing past events orally or in writing, recognising similarities and differences with today.	- Identifying the bias of a source. - Comparing and contrasting different historical sources. - Asking questions about the bias of historical evidence. Historical enquiry - Using a range of sources to find out about a period. - Using evidence to build up a picture of a past event. - Observing the small details when using artefacts and pictures. - Evaluating the usefulness of different sources. - Understanding how historical enquiry questions are structured. - Creating historically-valid questions across a range of time periods, cultures and groups of people. - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Creating questions for different types of historical enquiry. - Using a range of sources to construct knowledge of the past. - Defining the terms ‘source’ and ‘evidence’. - Extracting the appropriate information from a historical source. - Selecting and recording relevant information from a range of sources to answer a question. - Identifying primary and secondary sources. - Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. - Asking the question “How do we know?” Organisation and communication - Communicating knowledge and understanding through discussion, debates, drama, art and writing. - Constructing answers using evidence to substantiate findings. - Creating a structured response or narrative to answer a historical enquiry. - Describing past events orally or in writing, recognising similarities and differences with today.	- Asking questions about the main features of everyday life in periods studied (e.g. how did people live?). - Using a range of sources to construct knowledge of the past. - Extracting the appropriate information from a historical source. - Selecting and recording relevant information from a range of sources to answer a question. - Understanding and making deductions from documentary as well as concrete evidence, e.g. pictures and artefacts. - Asking the question, ‘How do we know?’ - Understanding that there may be multiple conclusions to a historical enquiry question. - Reaching conclusions that are substantiated by historical evidence. Organisation and communication - Communicating knowledge and understanding through discussion, debates, drama, art and writing. - Constructing answers using evidence to substantiate findings. - Creating a structured response or narrative to answer a historical enquiry. - Describing past events orally or in writing, recognising similarities and differences with today.
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Peveril	What is the legacy of the ancient Greek civilisation?	What changed in Britain after the Anglo-Saxon invasion?	What was life like in Tudor England?
	Chronological understanding - Sequencing events on a timeline and identifying where it fits in with previously studied time periods. - Developing a chronologically secure understanding of British, local and world history across the periods studied. - Placing the time, period of history and context on a timeline. - Comparing and making connections between different contexts in the past. - Making links between events and changes within and across different time periods/societies. - Identifying the reasons for changes and continuity. - Describing the links between main events, similarities and changes within and across different periods studied. - Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. - Analysing and presenting the reasons for changes and continuity. - Giving reasons for historical events, the results of historical events, situations and changes. - Starting to analyse and explain the reasons for and the results of historical events, situations and change. - Making links with different time periods studied. - Describing change throughout time. - Identifying significant people and events across different time periods. - Comparing significant people and events across different time periods. - Showing written and oral evidence of continuity and change as well as indicating simple causation. Range and depth of historical understanding - Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Explaining the significance of events, people and developments. - Making connections, drawing contrasts and analysing within a period and across time. - Constructing explanations for past events using cause and effect. Interpretations of history - Comparing accounts of events from different sources.	Chronological understanding - Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. - 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. - Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. - Placing the time studied on a timeline. - Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. - Noticing connections over a period of time. - Making a simple individual timeline. - Identifying what the situation was like before the change occurred. - Comparing different periods of history and identifying changes and continuity. - Describing the changes and continuity between different periods of history. 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Historical enquiry - Using a range of sources to find out about a period. - Using evidence to build up a picture of a past event. - Observing the small details when using artefacts and pictures. - Evaluating the usefulness of different sources. - Understanding how historical enquiry questions are structured. - Creating historically-valid questions across a range of time periods, cultures and groups of people. - Asking questions about the main features of everyday life in periods studied, e.g. how did people live.	Chronological understanding - Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. - Putting dates in the correct century. - Using the terms AD and BC in their work. - Developing a chronologically secure understanding of British, local and world history across the periods studied. - Placing the time, period of history and context on a timeline. - Relating current study on timeline to other periods of history studied. - Comparing and making connections between different contexts in the past. - Making links between events and changes within and across different time periods / societies. - Identifying the reasons for changes and continuity. - Describing the links between main events, similarities and changes within and across different periods/studied. - Describing the links between different societies. - Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. - Analysing and presenting the reasons for changes and continuity. - Starting to analyse and explain the reasons for, and results of, historical events, situations and change. - Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Making links with different time periods studied. - Describing change throughout time. - Identifying significant people and events across different time periods. Range and depth of historical understanding - Making connections, drawing contrasts and analysing within a period and across time. Interpretations of history - Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. - Distinguishing between fact and opinion. - Identifying how sources with different perspectives can be used in a historical enquiry. - Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Historical enquiry - Recognising primary and secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Evaluating the usefulness of historical sources. - Developing strategies for checking the accuracy of evidence.

	• Suggesting explanations for different versions of events. • Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. • Understanding that different evidence creates different conclusions. • Asking questions about the interpretations, viewpoints and perspectives held by others. • Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. • Interpreting evidence in different ways using evidence to substantiate statements. • Making increasingly complex interpretations using more than one source of evidence. • Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Historical enquiry • Recognising primary and secondary sources. • Using a range of sources to find out about a particular aspect of the past. • Evaluating the usefulness of historical sources. • Identifying how conclusions have been arrived at by linking sources. • Developing strategies for checking the accuracy of evidence. • Addressing and devising historically valid questions. • Suggesting the evidence needed to carry out the enquiry. • Identifying methods to use to carry out the research. • Asking historical questions of increasing difficulty e.g. who governed, how and with what results? • Creating a hypothesis to base an enquiry on. • Using different sources to make and substantiate historical claims. • Developing an awareness of the variety of historical evidence in different periods of time. • Recognising ‘gaps’ in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry. • Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. • Reaching conclusions which are increasingly complex and substantiated by a range of sources. • Evaluating conclusions and identifying ways to improve conclusions. • Using evidence to support and illustrate claims. Organisation and communication • Communicating knowledge and understanding in an increasingly diverse number of ways, including	• Asking questions about the bias of historical evidence. • Using a range of sources to construct knowledge of the past. • Extracting the appropriate information from a historical source. • Identifying primary and secondary sources. • Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Asking the question “How do we know?”	• Asking historical questions of increasing difficulty e.g. who governed, how and with what results? • Creating a hypothesis to base an enquiry on. • Using different sources to make and substantiate historical claims. • Developing an awareness of the variety of historical evidence in different periods of time. • Recognising ‘gaps’ in evidence. • Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. Organisation and communication • Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.
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Hardwick	What was the impact of World War 2 on the people of Britain?	What can the census tell us about local areas?	Who should go on the £10 bank note?
	Chronological understanding - Sequencing events on a timeline and identifying where it fits in with previously studied time periods. - Developing a chronologically secure understanding of British, local and world history across the periods studied. - Placing the time, period of history and context on a timeline. - Comparing and making connections between different contexts in the past. - Making links between events and changes within and across different time periods/societies. - Identifying the reasons for changes and continuity. - Describing the links between main events, similarities and changes within and across different periods studied. - Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. - Analysing and presenting the reasons for changes and continuity. - Giving reasons for historical events, the results of historical events, situations and changes. - Starting to analyse and explain the reasons for and the results of historical events, situations and change. - Making links with different time periods studied. - Describing change throughout time. - Identifying significant people and events across different time periods. - Comparing significant people and events across different time periods. - Showing written and oral evidence of continuity and change as well as indicating simple causation. Range and depth of historical understanding	Chronological understanding - Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. - Putting dates in the correct century. - Using the terms AD and BC in their work. - Developing a chronologically secure understanding of British, local and world history across the periods studied. - Placing the time, period of history and context on a timeline. - Relating current study on timeline to other periods of history studied. - Making links between events and changes within and across different time periods / societies. - Identifying the reasons for changes and continuity. - Describing the links between main events, similarities and changes within and across different periods studied. - Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. - Analysing and presenting the reasons for changes and continuity. - Starting to analyse and explain the reasons for, and results of, historical events, situations and change. - Making links with different time periods studied. - Describing change throughout time. - Identifying significant people and events across different time periods. Range and depth of historical understanding - Comparing and making connections between different contexts in the past. - Describing the links between different societies. - Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Making connections, drawing contrasts and analysing within a period and across time. Interpretations of history - Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. - Distinguishing between fact and opinion.	Chronological understanding - Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. - Putting dates in the correct century. - Using the terms AD and BC in their work. - Developing a chronologically secure understanding of British, local and world history across the periods studied. - Placing the time, period of history and context on a timeline. - Relating current study on timeline to other periods of history studied. - Making links between events and changes within and across different time periods / societies. - Identifying the reasons for changes and continuity. - Describing the links between main events, similarities and changes within and across different periods studied. - Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. - Analysing and presenting the reasons for changes and continuity. - Starting to analyse and explain the reasons for, and results of, historical events, situations and change. - Making links with different time periods studied. - Describing change throughout time. - Identifying significant people and events across different time periods. Range and depth of historical understanding - Comparing and making connections between different contexts in the past. - Describing the links between different societies. - Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Making connections, drawing contrasts and analysing within a period and across time. Interpretations of history - Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. - Distinguishing between fact and opinion.

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