



Crossflatts History Curriculum – Historical Enquiry.

1	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocab.				Archaeologist, Archaeology, discovered, invention, resources, sources, Stone Age, Palaeolithic, Mesolithic, Neolithic, prehistoric, dwellings, settlements, weapons, tools, hieroglyphics, museum. Gods/goddesses. Saltaire, Sir Titus Salt, industrial, textiles.	Timeline Significant	On one hand On the other hand Primary evidence This source suggests that... Impact Suggest Significance Might have been	
Key Learning/ evidence of working at the expected standard	Find answers to simple questions about the past from sources of information e.g. artefacts	Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?” Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.	Identify different ways in which the past is represented (using different sources). Answer questions about the past using different sources by making simple observations.	Use a range of sources to find out about a period Observe small details in artefacts and pictures Select and record information relevant to the study Begin to use the library and internet to research	Use the library and internet for research. Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Choose reliable sources of evidence to answer questions Investigate own line of enquiry by posing a question to answer.	Begin to identify primary and secondary sources Investigate own lines of enquiry by posing questions to answer. Use evidence to build up a picture of a past event (printed sources (e.g. archive materials), databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past) Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Use the library and internet for research with increasing confidence	Recognise primary and secondary sources Investigate own lines of enquiry by posing questions to answer, considering multiple points of view. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Bring knowledge gathered from several sources together to answer questions and form contrasting arguments
Possible evidence of greater depth understanding	Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.	Can they begin to identify the main differences in the ways the past is presented? Can explain why certain objects were different in the past E g. Music systems, televisions.	Independently can explain some of the ways in which we find out about the past and can justify their answers when explaining why there are differences in the ways the past has been presented or described.	Independently can create historically valid questions and know where to source the answers. Pupils can explain similarities and differences about times in history and understand that the same time in history may be represented in different ways.	Independently can choose appropriate sources to answer questions about specific people and events; going beyond simple observations and know some of the ways that we can find out about the past.	Pupils can access different sources independently, including using books, the internet, film clips and direct sources such as letters, diaries etc. Pupils understand which sources are bias and which are more reliable. Pupils ask own questions to research and find the answer.	Pupils can pose and answer their own historical questions. Pupils can independently suggest reasons for different interpretations of events, people and changes and can describe and explain different historical interpretations of events, people and changes.