



# History

Inquiry 1

Understanding the world: Past and Present - What were your interests when you were younger? Have your interests changed over time?

Inquiry 2

Understanding the world: Past and present - What celebrations can you remember? What has been your favourite memory?

Inquiry 3

Understanding the world: Past and present - Tell me about a different environment you have visited? What do you remember seeing?

Inquiry 4

Understanding the world: Past and present - How do different events / achievements / celebrations relate to each other? How have houses changed over the years?

Inquiry 5

Understanding the world: People and places - Can they talk about members of their immediate family and community. Can they name and describe people who are familiar to them?

Inquiry 6

Understanding the world - How has the planet changed over time? Is it shared differently now than in the past?



# History

Y1

## Inquiry 1

### Chronological Understanding

Can they tell me about things that happened when they were little?

Can they explain how they have changed since they were born?

**Historical Enquiry**  
Can they give a plausible explanation about what an object was used for in the past?

## Inquiry 2

### Chronological Understanding:

Can they use words and phrases like: old, new and a long time ago?

Can they recognise that a story that is read to them may have happened a long time ago?

Can they retell a familiar story set in the past?

### Knowledge and Interpretation

Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?

## Inquiry 3

**Knowledge and Interpretation:**  
Do they appreciate that some famous people have helped our lives be better today?

## Inquiry 4

**Chronological Understanding:**  
Can they put up to three objects in chronological order (recent history)?

Do they know that some objects belonged to the past?

**Knowledge and Interpretation:**  
Can they begin to identify the main differences between old and new objects?

Can they identify objects from the past, such as vinyl records?

**Historical Enquiry:**  
Can they ask and answer questions about old and new objects?

Can they spot old and new things in a picture?

Can they answer questions using an artefact/ photograph provided?

## Inquiry 5

### Knowledge and Interpretation:

Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?.

## Inquiry 6

**Knowledge and Interpretation:**  
Do they appreciate that some famous people have helped our lives be better today? Can they tell us about an important historical event?



## Inquiry 1

**Chronological Understanding:**  
Can they use words and phrases like: before I was born, when I was younger?

Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?

Can they use the words 'past' and 'present' accurately?

Can they use a range of appropriate words and phrases to describe the past?

Can they sequence a set of events in chronological order and give reasons for their order?

**Knowledge and Interpretation:**

Can they explain why Britain has a special history by naming some famous events and some famous people?

**Historical Enquiry:**  
Can they find out something about the past by talking to an older person?

## Inquiry 2

**Knowledge and Interpretation:**

Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?

Can they explain why Britain has a special history by naming some famous events and some famous people?

**Historical Enquiry:**

Can they research the life of a famous Briton from the past using different resources to help them?

## Inquiry 3

**Historical Enquiry:**

Can they answer questions by using a specific source, such as an information book?

**Knowledge and Interpretation**  
Can they explain how their local area was different in the past?

## Inquiry 4

**Knowledge and Interpretation:**

Can they recount some interesting facts from a historical event, such as where the 'Fire of London' started?

Can they explain why Britain has a special history by naming some famous events and some famous people?

Can they explain what is meant by a parliament?

Can they answer questions by using a specific source such as an information book?

Can they research the life of a famous Briton from the past using different resources to help them?

Can they research a famous event that happens in Britain and why it has been happenign for some time?

## Inquiry 5

**Knowledge and Interpretation:**  
Can they explain what is meant by a parliament?

**Historical Enquiry**  
Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?

Can they explain what is meant by democracy and why it is a good thing?

## Inquiry 6

**Knowledge and Interpretation:**

Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?

**Historical Enquiry**  
Can they research a famous event that happens in Britain and why it has been happening for some time?

Can they explain why someone in the past acted in the way they did?



# History

Y3

Inquiry 1

## Knowledge and Interpretation

Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?

Inquiry 2

## Historical Enquiry

Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?

Inquiry 3

## Chronological Understanding

Can they describe events from the past using dates when things happened?

## Historical Enquiry

Can they research a specific event from the past?

Can they use their 'information finding' skills in writing to help them write about historical information?

Inquiry 4

## Chronological Understanding

Can they describe events and periods using the words: BC, AD and decade?

Can they describe events and periods using the words: ancient and century?

Can they use a timeline within a specific time in history to set out the order things may have happened?

Can they use their mathematical knowledge to work out how long ago events would have happened?

## Knowledge and Interpretation

Can they begin to picture what life would have been like for the early settlers?

Can they recognise that Britain has been invaded by several different groups over time?

Can they suggest why certain people acted as they did in history?

## Historical Enquiry

Can they use various sources of evidence to answer questions?

Can they use various sources to piece together information about a period in history?

Can they, through research, identify similarities and differences between given periods in history?

Inquiry 5

## Knowledge and Interpretation

Can they recognise that Britain has been invaded by several different groups over time?

Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?

Inquiry 6

## Historical Enquiry

Can they use various sources of evidence to answer questions?

Can they use various sources to piece together information about a period in history?



## Inquiry 1

**Knowledge and Understanding:**  
Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?

Do they recognise that the lives of wealthy people were very different from those of poor people?

## Inquiry 2

**Knowledge and Interpretation:**  
Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?

**Chronological Understanding:**  
Can they plot recent history on a timeline using centuries?

Can they place periods of history on a timeline showing periods of time?

Can they use their mathematical skills to round up time differences into centuries and decades?

## Inquiry 3

**Knowledge and Interpretation:**  
Can they explain how events from the past have helped shape our lives?

Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?

## Inquiry 4

**Historical Inquiry:**  
Can they research two versions of an event and say how they differ?

Can they give more than one reason to support a historical argument?

Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

**Knowledge and Interpretation:**  
Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?

**Chronological Understanding:**  
Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?

## Inquiry 5

**Knowledge and Interpretation:**  
Do they recognise that the lives of wealthy people were very different from those of poor people?

## Inquiry 6

**Historical Enquiry:**  
Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?

Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multimedia skills when doing so?



## Inquiry 1

### Knowledge and Interpretation

Can they explain the role that Britain has had in spreading Christian values across the world?

Can they begin to appreciate that how we make decisions has been through a Parliament for some time?

Do they appreciate that significant events in history have helped shape the country we have today?

## Inquiry 2

### Chronological Understanding Can they use dates and historical language in their work?

**Historical Enquiry**  
Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?

## Inquiry 3

**Chronological Understanding**  
Can they draw a timeline with different time periods outlined which show different information, such as periods of history, when famous people lived, etc.?

**Knowledge and Interpretation**  
Can they describe historical events from the different period/s they are studying/have studied?

Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?

## Inquiry 4

### Chronological Understanding

Can they use their mathematical skills to work out exact time scales and differences as need be?

Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.

### Historical Enquiry

Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?

## Inquiry 5

### Knowledge and Interpretation:

Do they appreciate how major events have created huge differences in the way medicines and health care were developed?

**Historical Enquiry:**  
Can they test out a hypothesis in order to answer a question?

## Inquiry 6

**Knowledge and Interpretation:**  
Do they have a good understanding as to how crime and punishment has changed over the years?



## Inquiry 1

### Chronological Understanding:

Can they say where a period of history fits on a timeline?

### Knowledge and Interpretation:

Can they summarise the main events from a specific period in history, explaining the order in which key events happened?

### Historical Enquiry:

Can they identify and explain their understanding of propaganda?

## Inquiry 2

**Chronological Understanding:**  
Can they place a specific event on a timeline by decade?

## Inquiry 3

**Knowledge and Interpretation:**  
Can they summarise how Britain has had a major influence on world history?

## Inquiry 4

**Chronological Understanding:**  
Can they place features of historical events and people from past societies and periods in a chronological framework?

**Knowledge and Interpretation:**  
Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?

Can they describe features of historical events and people from past societies and periods they have studied?

### Historical Enquiry:

Can they describe a key event from Britain's past using a range of evidence from different sources?

## Inquiry 5

**Knowledge and Interpretation:**  
Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?

## Inquiry 6

**Historical Enquiry:**  
Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?