

Springdale First School



Imagine, Believe, Achieve

Historical Enquiry Skills Progression Map

Skill	Reception	Year 1	Year 2	Year 3	Year 4
Questioning	Answer simple questions with the help of an adult about the past by looking at different sources.	Finds answers to simple questions about the past from sources of information (eg. pictures, stories and artefacts)	Ask and begin to answer questions about the past considering chronology, cause, similarity/difference . events e.g. When? What happened? What was it like...? Why? Who was involved?	Ask and answer questions about the past considering chronology, cause, similarity/difference and change .	Ask and answer questions about the past, considering chronology, cause, similarity/difference, change and significance .
Planning		Begin to suggest where you might find useful information that will answer questions.	Prepare a short plan of where you intend to find the answers to your question Understand some ways we find out about the past e.g. using artefacts, pictures, stories, diaries, news reports and websites	Prepare a short plan that outlines their enquiry questions and suggests the sources of evidence they plan to use to help answer questions. Suggests sources of evidence from a selection provided to use to help answer questions.	Prepare a short plan that outlines their enquiry questions , suggests the sources of evidence they plan to use and why they have chosen them. Understands the difference between primary and secondary sources of evidence. Begin to suggest suitable sources of evidence to use to help answer questions.
Researching		Finds answers to simple questions about the past from sources of information (eg. pictures, stories, artefacts) Recall how things change over time.	Look carefully at sources such as pictures, eye-witness accounts, photos, artefacts, historic buildings and visits or objects to find information about the past.	Use printed sources such as the internet, printed material, music, pictures, eye-witness accounts, photos, artefacts, historic buildings and visits to	Uses documents, printed sources , the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

				collect information about the past.	Understand that knowledge about the past is constructed from a variety of sources .
Analysing		Begin to identify and recount some details about the past from sources (eg. pictures, stories) Identify similarities and differences between their own lives and events or people they study.	Identify the key features of events or characteristics of people. Identify why people in the past did things as they did.	Identify key dates, periods, causes, similarity/difference and change in their area of enquiry. Identify and begin to describe historically significant, people events and situations.	Identify and give reasons for/causes of historical events, situations and changes. Identify some of the results of historical events, situations and changes. Identify and describe historically significant people and events in situations and reasons why they are significant.
Critically Evaluating				Begin to evaluate the reliability of sources.	Evaluates the usefulness and accuracy of different sources of evidence. Be aware that different versions of the past may exist and begin to suggest reasons for this.
Interpreting			Identify causes, similarities and differences from sources of evidence. Identify where and how information about the same aspect of enquiry is represented in different ways.	Look at 2 versions of same event and identify differences in the accounts.	Describe some of the similarities and differences between different periods.
Drawing Conclusions		Recall why events happened. Recall why people did what they did.	Recall what happened, what you found out and why this is the case. Describe findings about objects, people and events.	Begin to draw conclusions, using the evidence, about the cause(s) of the aspect of study Devise summative answers to their enquiry questions	Use evidence to draw conclusions, explaining what you have found out and why you believe it to be true.

		Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).			Gives reasons why there may be different accounts of history.
Organising, Communicating, and Presenting Findings		<p>Communicate their understanding of the past in drawings, diagrams, sentences, sharing orally with an individual or an audience</p> <p>Order 2-3 objects on a timeline</p>	<p>Communicate understanding of the past in drawings, diagrams, short written paragraphs, sharing orally with an individual or audience.</p> <p>Write simple stories and recounts about the past.</p> <p>Write own date of birth correctly.</p> <p>Write some other dates correctly.</p> <p>Communicate using most of the key vocabulary.</p>	<p>Presents findings about the past using speaking, writing, ICT and drawing skills.</p> <p>Discuss different ways of presenting information for different purposes. (eg written explanation/tables and charts/labelled diagram).</p> <p>Share significant dates and times.</p> <p>Share understanding and new knowledge using key vocabulary.</p>	<p>Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p> <p>Construct and organise responses by selecting relevant historical data,</p> <p>Discuss the most appropriate way to present information, realising that it is for an audience. (eg written explanation/tables and charts/labelled diagram).</p> <p>Uses dates and chronological terms correctly.</p> <p>Use subject specific words such as monarch, settlement, invader.</p>