

# History: Year 1 E: Historical Enquiry

Previously, I have learnt...

In Year 1, I am learning...

In the future, I will learn...

My future...

\* To ask why if I don't understand something.

• I can find simple answers to questions using stories and other sources.

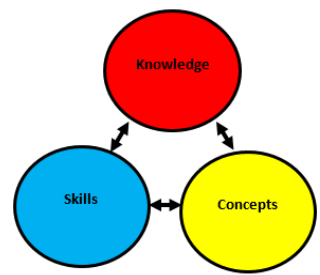
\* To use various sources to answer question about the past.

- Archaeologist
- Editor
- Heritage Manager
- Journalist/ Reporter
- Librarian
- Lawyer/ Solicitor
- Museum Officer
- Researcher
- Teacher
- Politician
- Writer

why  
question  
answer



questions  
answers  
who  
how/ why  
where  
source  
when



source  
artefact  
answer  
ask  
question



Previously, I have learnt...

In Year 2, I am learning..

In the future, I will learn..

My future...

\* I can find simple answers to questions using stories and other sources.

\* To use various sources to answer question about the past.

\* To use a variety of sources as evidence about the past.

\* To ask why if I don't understand something.

\* How to answer questions about an artefact.

\* How identify appropriate artefacts to represent the past.

\* To be curious about people and interested in stories about myself and my family.

\* How to ask questions about an artefact.

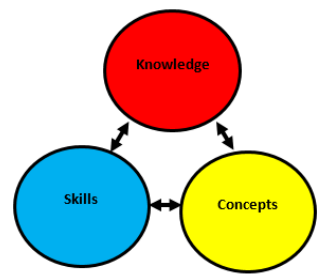
\* How to use historical enquiry to as questions about the past.

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- Researcher
- Teacher
- Politician
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questions  
answers  
who  
how/ why  
where  
source



source  
artefact  
answer  
ask  
question



artefacts  
appropriate  
documents  
letters  
pictures  
enquiry  
archaeologists



History : Year 3  
E: Historical Enquiry

Previously, I have learnt...

In Year 3, I am learning..

In the future, I will learn..

My future...

\* To use various sources to answer question about the past.

\* To use a variety of sources as evidence about the past.

\* How to identify the most relevant sources to create a picture of the past.

\* How to answer questions about an artefact.

\* How identify appropriate artefacts to represent the past.

\* How to identify the most relevant artefacts to create a picture of the past.

\* How to ask questions about an artefact.

\* How to use historical enquiry to as questions about the past..

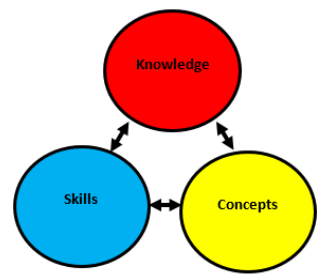
\* How to pose a variety of questions about a topic.

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- Librarian
- Lawyer/ Solicitor
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- Researcher
- Teacher
- Politician
- Writer

source  
artefact  
answer  
ask  
question



artefacts  
appropriate  
documents  
letters  
pictures  
enquiry  
archaeologists



relevant  
accurate  
represent  
pose  
effective  
informative



History : Year 4  
E: Historical Enquiry

Previously, I have learnt...

In Year 4, I am learning...

In the future, I will learn...

My future...

\* How to use historical enquiry to ask questions about the past.

\* How to pose a variety of questions about a topic.

\* That there is often not a single answer to historical questions.

\* How identify appropriate artefacts to represent the past.

\* How to identify the most relevant artefacts to create a picture of the past.

\* To recognise primary and secondary sources.

\* To use a variety of sources as evidence about the past.

\* How to identify the most relevant sources to create a picture of the past.

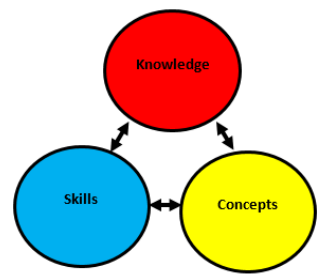
\* How to research a topic from the past with increasing confidence.

- Archaeologist
- Editor
- Heritage Manager
- Journalist/ Reporter
- Librarian
- Lawyer/ Solicitor
- Museum Officer
- Researcher
- Teacher
- Politician
- Writer

artefacts  
appropriate  
documents  
letters  
pictures  
enquiry  
archaeologists



relevant  
accurate  
represent  
pose  
effective  
informative



multiple  
primary  
secondary  
research  
topical  
relevant



History : Year 5  
E: Historical Enquiry



\* How to pose a variety of questions about a topic.

\* That there is often not a single answer to historical questions.

\* To investigate my own lines of enquiry by posing a question.

\* How to identify the most relevant artefacts to create a picture of the past.

\* To recognise primary and secondary sources.

\* To identify the reliability and unreliability of secondary and primary sources.

\* How to identify the most relevant sources to create a picture of the past.

\* How to research a topic from the past with increasing confidence.

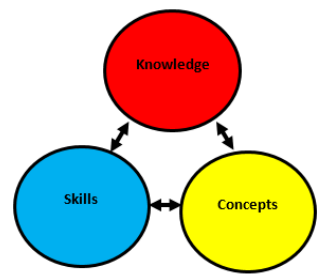
\* To identify the reliability and unreliability of secondary and primary sources.

- Archaeologist
- Editor
- Heritage Manager
- Journalist/ Reporter
- Librarian
- Lawyer/ Solicitor
- Museum Officer
- Researcher
- Teacher
- Politician
- Writer

relevant  
accurate  
represent  
pose  
effective  
informative



multiple  
primary  
secondary  
research  
topical  
relevant



independent  
enquire  
reliability  
variety  
fluent  
cohesive



History: Year 6  
E: Historical Enquiry

Previously, I have learnt...

In Year 6, I am learning...

In the future, I will learn...

My future...

\* That there is often not a single answer to historical questions.

\* To investigate my own lines of enquiry by posing a question.

\* To investigate my own interests and find reliable information.

\* How to research a topic from the past with increasing confidence.

\* To pull together a variety of sources to create a fluent account of a past event.

\* To understand how evidence is used rigorously to make historical claims.

\* To recognise primary and secondary sources.

\* To identify the reliability and unreliability of secondary and primary sources.

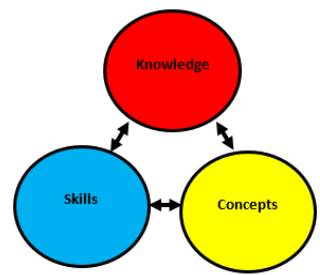
\* To understand how and why contrasting arguments have been constructed.

- Archaeologist
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- Heritage Manager
- Journalist/ Reporter
- Librarian
- Lawyer/ Solicitor
- Museum Officer
- Researcher
- Teacher
- Politician
- Writer

multiple  
primary  
secondary  
research  
topical  
relevant



independent  
enquire  
reliability  
variety  
fluent  
cohesive



construct  
claims  
arguments  
options  
contrasting  
opposing.

