

Knowing

Using

History	Knowledge and understanding of events, people and changes in the past.	Researching sources & artefacts through historical enquiry.	
	Cause, consequence, change, chronology, continuity		
	Organisation and communication using chronology and contextual understanding.	Use history as a starting point for creative projects.	Children will develop and express opinions about historical events.
	Analysis	Creating	Evaluating



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Skills to be taught

To research	To enquire	To contextualise	To debate	To respond
using	analysis	analysis	evaluating	creating
Children will use primary and secondary historical sources to gather evidence, sift data and uncover facts about the past.	Children will ask and answer questions about the past, examining trends in lives, patterns in events and developing lines of enquiry.	Children will place events and lives in chronological sequence, making connections between domestic, cultural and political events.	Children will develop and express opinions about historical events, learning to argue, defend, propose and justify an increasingly sophisticated viewpoint.	Children will use history as a starting point for creative projects, constructing narratives and developing empathy through drama, writing and the wider arts.

Depth of Learning		To research using	To enquire analysis	To contextualise analysis	To debate evaluating	To respond creating
Surface Learning	EYFS	To research: With support and modelling, I can explore significant events.	To enquire: With support and modelling, I can develop an understanding of changes over time.	To contextualise: With support and modelling, I can talk about past and present events in my own life and life of my family members. To contextualise: With support and modelling, I can recognise special times or events and I can talk about similarities and differences.	To debate: With support and modelling, I can share experiences and knowledge from different parts of life.	To respond: With support and modelling, I can create ways of preserving memories [books, photographs, drawing, writing]
Enhanced Learning		To research: With modelling, I can explore significant events.	To enquire: With modelling, I can develop an understanding of changes over time.	To contextualise: With modelling, I can talk about past and present events in my own life and life of my family members. To contextualise: With support, I can recognise special times or events and I can talk about similarities and differences.	To debate: With support, I can share experiences and knowledge from different parts of life.	To respond: With support, I can create ways of preserving memories [books, photographs, drawing, writing]
Deep Learning		To research: I can explore significant events.	To enquire: I can develop an understanding of changes over time.	To contextualise: I can talk about past and present events in my own life and life of my family members. To contextualise: I can recognise special times or events and I can talk about similarities and differences.	To debate: I can share experiences and knowledge from different parts of life.	To respond: I can create ways of preserving memories [books, photographs, drawing, writing]
Surface Learning	Year 1	To research: With support and modelling, I can explore and describe a range of simple primary and secondary historical sources (e.g. artefacts, photographs and pictures).	To enquire: With support and modelling, I can answer simple questions using the words old(er), new(er), past and present.	To contextualise: With support and modelling I can sequence artefacts and images in order of age using the words old(er), new(er), before, after, long ago, past, now. To contextualise: With support, I can begin to read a timeline.	To debate: With support and modelling, I can give a reason for my sequencing of artefacts and sources.	To respond: With support and modelling, I can use simple drawing and painting to explore the past.

Enhanced Learning		<p>To research: With modelling, I can explore and describe a range of simple primary and secondary historical sources, expressing findings simply in speech and writing.</p> <p>To research: With support, I can listen to stories from history, discussing significant points when questioned.</p>	<p>To enquire: With modelling, I can answer simple questions using the words old(er), new(er), past and present.</p>	<p>To contextualise: With modelling, I can sequence artefacts and images chronologically using the words old(er), new(er), before, after, long ago, past, now.</p> <p>To contextualise: With support, I can comment on similarities and differences of change and continuity in living memory.</p>	<p>To debate: With modelling, I can give simple reasons for my sequencing of artefacts and sources.</p>	<p>To respond: With support and modelling, I can create a simple work of expressive art as a response to the past. [e.g. picture, clay model, simple dance]</p>
Deep learning		<p>To research: With support, I can explore describe a range of simple primary and secondary historical sources, expressing basic ideas in speech and writing.</p> <p>To research: I can listen to stories from history, discussing significant points.</p>	<p>To enquire: I can answer simple questions about the past using the words old(er), new(er), past and present, change and staying the same.</p>	<p>To contextualise: I can confidently sequence artefacts and images chronologically using the words old(er), new(er), before, after, long ago, past, now.</p> <p>To contextualise: I can compare two events or lives in living memory, commenting on similarities and differences.</p>	<p>To debate: I can confidently give reasons for my sequencing of artefacts and sources, using words such as "because", "but", "or", "so."</p>	<p>To respond: I can confidently respond to the past in the expressive arts, using one or two simple details from my learning.</p>
Surface Learning		<p>To research: With support and modelling I can use a range of simple text-based sources when provided (websites, simple non-fiction books) to discover facts about the past.</p>	<p>To enquire: With support and modelling and when invited, I can begin to pose my own questions, about artefacts, stories and secondary sources.</p>	<p>To contextualise: With support and modelling, I can sequence events chronologically using appropriate comparative historical vocabulary.</p> <p>To contextualise: With support and modelling, I can begin to use a timeline to think chronologically.</p>	<p>To debate: With support and modelling, I can state if I agree or disagree with the actions and choices of historical figures.</p>	<p>To respond: With support and modelling, I can retell or enact stories from history in my own words.</p>
Enhanced Learning	Year 2	<p>To research: With modelling I can use a range of simple text-based secondary sources when provided (websites, simple non-fiction books) to discover facts about the past.</p>	<p>To enquire: With modelling, I can begin to pose my own questions about artefacts, stories and secondary sources, suggesting simple answers.</p> <p>To enquire: With modelling, I can suggest practical ways to answer my own questions about the past.</p>	<p>To contextualise: with modelling I can sequence events chronologically using appropriate comparative historical vocabulary.</p> <p>To contextualise: With support, I can work chronologically to populate a timeline with given events.</p>	<p>To debate: With modelling, I can state if I agree or disagree with the actions and choices of historical figures, giving simple reasons.</p> <p>To debate: With support, I can give reasons for my sequencing of historical events.</p>	<p>To respond: I can retell or enact stories from history in my own words, introducing vocabulary from the period.</p>

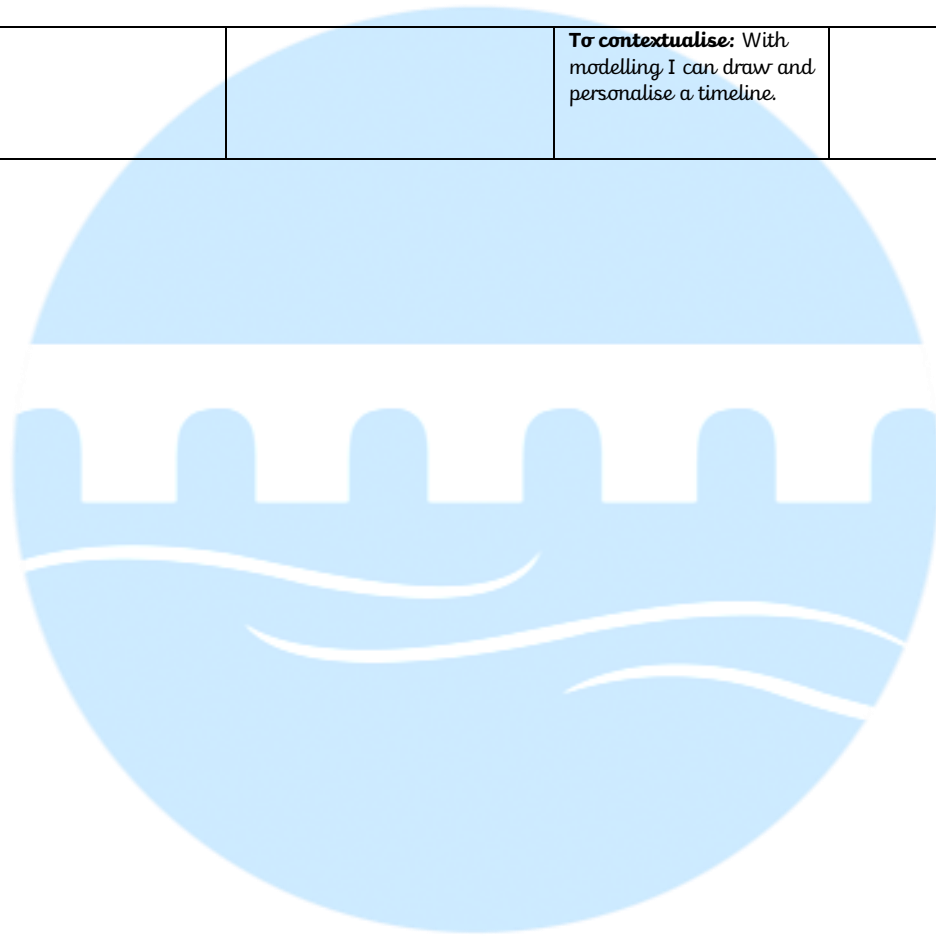
<p>Deep learning</p>		<p>To research: I can confidently use a range of simple text-based secondary sources when provided (websites, simple non-fiction books) to discover facts about the past. To research: With support, I can use secondary sources to answer existing questions about the past.</p>	<p>To enquire: I can confidently select details from stories and sources, which intrigue me and frame my curiosity as questions. To enquire: I can suggest practical ways to answer my own and others' questions about the past.</p>	<p>To contextualise: I can confidently sequence a simple series events chronologically using appropriate comparative historical vocabulary. To contextualise: I can work chronologically to populate a timeline with given events.</p>	<p>To debate: I can confidently give reasons for my sequencing of events and sources, using words such as: [because, but, so, or, yet, if, could, should, must.] To debate: I can offer simple opinions based on the actions and choices of historical figures.</p>	<p>To respond: I can enact or commemorate in a simple manner, significant events or lives using writing, music, dance, drama or art and exhibiting simple vocabulary or features from the past.</p>
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Depth of Learning	To research using	To enquire analysis	To contextualise analysis	To debate evaluating	To respond creating
Surface Learning	<p>To research: With support and modelling, I begin to explore historical sources in detail, using them to gather multiple pieces of evidence about the past. ["It must have been freezing in the Stone Age – they've all got furs– more than we ever wear in Harrod"]</p>	<p>To enquire: With support and modelling, I explore multiple historical sources to ask and answer questions, using when, how and why. ["Why did they wear animal skin in the Stone Age? How cold was it?"]</p> <p>To enquire: I can use questioning to check my learning, partner/group's knowledge and understanding.</p>	<p>To contextualise: With support and modelling, I can use my research to compare the past with the present, citing specific criteria.</p> <p>To contextualise: with support and modelling I can begin to order new facts and events chronologically, alongside and prior learning.</p> <p>To contextualise: With support and modelling, I can develop a timeline.</p>	<p>To debate: With support and modelling, I can begin to give reasons why there are both similarities and differences between the past and the present day.</p> <p>To debate: With support and modelling, I can begin to give value judgements about peoples' actions, describing the consequences. ["No – I think the Romans should have let them keep their gods, it led to fighting and hating".]</p>	<p>To respond: With support, modelling and resources I can begin to empathise with historical lives, speaking with limited success in the voice of people from the past.</p>
Enhanced Learning	<p>To research: With modelling, I begin to explore historical sources in detail, using them to gather multiple pieces of evidence about the past.</p> <p>To research: With modelling, I show growing respect for artefacts and documents.</p>	<p>To enquire: With modelling, I use multiple historical sources to ask and answer questions, giving paragraph-length, more detailed answers.</p> <p>To enquire: I can ask for explanations about things I don't understand in historical sources. ["So what is flint?"]</p>	<p>To contextualise: With modelling, I apply my research to compare the past with the present, citing specific criteria. ["The way they wrote their letters is like how we potato print, really"]</p> <p>To contextualise: With modelling I can begin to order new facts and events chronologically alongside and prior learning.</p>	<p>To debate: With modelling, I can give reasons why there are both similarities and differences between the past and the present day.</p> <p>To debate: With modelling, I can give value judgements about peoples' actions, describing the consequences. ["The Romans treatment of slaves just makes people wonder if they were clever after all"]</p>	<p>To respond: With modelling and resources, I can begin to empathise with historical lives, speaking and writing in the voice of people from the past.</p>
Deep Learning	<p>To research: I can confidently read, handle with respect and examine in detail, simple, age-appropriate historical sources, recording many significant or historically interesting facts and circumstances in a range of modelled ways.</p>	<p>To enquire: I can confidently use multiple historical sources to ask and answer original questions, using when, how and why. ["Using the letter tell me what a normal day for a Roman soldier might have been like."]</p> <p>To enquire: I can use historical sources to question, quiz and test my peers and learning companions.</p>	<p>To contextualise: I confidently apply my research to compare the past with the present, citing specific criteria. ["Putting wood on to flint is like putting a St George on for the England game, isn't it?"]</p> <p>To contextualise: I confidently order new facts and events chronologically alongside and prior learning.</p>	<p>To debate: I can independently give several reasons why there are both similarities and differences between the past and the present day.</p> <p>To debate: I can give value judgements about peoples' actions, describing the consequences and alternatives.</p>	<p>To respond: I confidently use historical research as a starting point for writing and artistic expression from a historical point of view. [E.g. an empathic letter home from a Roman soldier or an accurately decorated Roman shield.]</p> <p>To respond: I can write simple original questions, puzzles and quizzes based on my historical inquiry.</p>

			To contextualise: With modelling I can draw and personalise a timeline.		
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Depth of Learning		To research using	To enquire analysis	To contextualise analysis	To debate evaluating	To respond creating
Surface Learning	Year 4	<p>To research: With support and modelling, in answering my own and others questions I can suggest and select from a range of possible historical sources [websites, photographs, non-fiction books, documents, artefacts etc.]</p> <p>To research: With support and modelling, I begin to take detailed notes.</p>	<p>To enquire: With support, modelling, my own curiosity about historical sources makes me ask interesting and extended questions about the past.</p>	<p>To contextualise: With support and modelling I can compare sources side by side, answering questions.</p> <p>To contextualise: With support and modelling I can use evidence to group events and artefacts chronologically.</p> <p>To contextualise: I can show chronology using my own timeline.</p>	<p>To debate: With support and modelling I can suggest reasons for the events of history using words like <i>because, must, need, led to, caused, affected, stopped, helped, etc.</i></p> <p>To debate: I can evaluate the most useful source for my research /enquiry.</p>	<p>To respond: With support and modelling my expressive artworks contain my historical details, based upon my research.</p>
Enhanced Learning		<p>To research: With modelling, in answering my own and others questions, I can suggest and select from a range of possible historical sources.</p> <p>To research: With modelling, I begin to take detailed and concise notes, revising at intervals.</p>	<p>To enquire: With modelling, my own curiosity about historical sources makes me ask and answer interesting and extended questions about the past.</p> <p>To enquire: I answer my own and others questions verbally and in writing, using my own research findings.</p>	<p>To contextualise: With modelling I can compare sources side by side, discussing similarities & differences. ["This account doesn't mention human sacrifice!"]</p> <p>To contextualise: With modelling I can use evidence to group events and artefacts chronologically.</p>	<p>To debate: With modelling, I can give reasons for events based upon the consequences, pressures and alternatives of those actions, using historical vocabulary.</p> <p>To debate: I can evaluate the usefulness of a source (incl. my notes).</p>	<p>To respond: With modelling, my expressive artworks contain many historical details, based upon my research.</p>
Deep Learning		<p>To research: I select, independently, the most appropriate historical research tool from those available to me to gather evidence, answer questions and enquire.</p> <p>To research: I take useful notes, which inform my writing, enquiry and creativity.</p>	<p>To enquire: I can use my historical studies to investigate things, which interest me and provide structured answers to my own and others' questions. ["I want to know if any Saxons worshipped Roman gods"]</p>	<p>To contextualise: I can confidently place events in a chronological order over short and long-term time scales.</p> <p>To contextualise: I can confidently group events and artefacts that happened or were used at the same time as each other.</p>	<p>To debate: I can independently give informed, reasoned opinions about the actions and events of history.</p> <p>To debate: I can give clear reasons for my analysis, confidently citing evidence.</p>	<p>To respond: I independently select historical detail in my expressive art, linking several elements together to make something interesting and authentic. [E.g. a range of vocabulary or patterns and image, which is authentic.]</p>

Depth of Learning		To research using	To enquire analysis	To contextualise analysis	To debate evaluating	To respond creating
Surface Learning	Year 5	<p>To research: With support and modelling I can research a specific topic area (e.g. Greek slaves), using several sources until I find the range of detail I need.</p> <p>To research: With support and modelling, I take notes in sub-sections, prioritising important points.</p>	<p>To enquire: With support and modelling, I can answer questions about <i>patterns</i> and <i>trends</i> in historical data and statistics.</p> <p>To enquire: With support and modelling, I can spot <i>anomalies</i> or <i>extremes</i> in historical data, expressing curiosity.</p>	<p>To contextualise: With support and modelling I can show historical events in a variety of ways, showing <i>change</i> and <i>continuity</i> over long and short time scales. [Draw and populate historical maps, posters, statistical charts, chronologies, flow-charts etc. to illustrate similarities and differences.]</p>	<p>To debate: With support and modelling, I can produce several pieces of evidence to justify my opinions, linked by connectives of cause and effect [e.g. furthermore, consequently, therefore, as a result.]</p> <p>To debate: With support and modelling, I can weigh pieces of evidence, considering which is the most useful.</p>	<p>To respond: With support and modelling, I can devise ways to express historical data creatively, bringing my own sense of design and innovation to show change in events over time.</p>
Enhanced Learning		<p>To research: With modelling, I can research a specific topic area in detail, using several sources until I find the specific data I need.</p> <p>To research: With modelling, I take notes in sub-sections, prioritising important points, exploring a range of ways to quickly record necessary facts and opinions.</p>	<p>To enquire: With modelling, I can answer questions about <i>patterns</i> and <i>trends</i> in history including data and statistics.</p> <p>To enquire: With support and modelling, I can ask my own questions about anomalies and trends in history including data and statistics.</p>	<p>To contextualise: With modelling I can show historical events in a variety of ways showing change and continuity over long and short time scales.</p>	<p>To debate: With modelling, I can produce several pieces of evidence to justify my opinions, linked by connectives of cause and effect.</p> <p>To debate: With modelling, I can weigh pieces of evidence, considering which is the most useful.</p>	<p>To respond: With support and modelling, I can use historical themes in a combined and joined up way. [Fiction with a detailed historical background or replica art/craft from the period with several significant details e.g. a Greek urn with the correct shape, colours, figures.</p>
Deep Learning		<p>To research: I can independently research a specific topic area, staying on task, using several sources until I find specific data.</p> <p>To research: I instinctively take structured notes recording important historical points.</p>	<p>To enquire: I can confidently use historical documents to answer questions about <i>patterns</i> and <i>trends</i> in history including the use of data and statistics.</p> <p>To enquire: With modelling, I can ask my own questions about <i>patterns</i> and <i>trends</i> in history including the use of historical data and statistics.</p>	<p>To contextualise: I can show historical events in a variety of ways showing change and continuity over long and short time scales.</p>	<p>To debate: I can confidently produce several pieces of evidence to justify opinions, linked by connectives of cause and effect.</p> <p>To debate: With support and modelling, I can produce a structured narrative accounting for continuity and change in events over time.</p>	<p>To respond: With modelling, I can devise ways to express historical data creatively, bringing my own sense of design and innovation to show change in events over time.</p>

Surface Learning	Year 6	<p>To research: With modelling, I can conduct research to support my own arguments, or to challenge the arguments of others.</p> <p>To research: With support and modelling I can store and categorise data efficiently. (subheadings, files, colour codes, tables)</p>	<p>To enquire: With modelling, I can spot anomalies or extremes in historical data and express curiosity, suggesting explanations.</p>	<p>To contextualise: With support and modelling, I can begin to see and discuss the similarities and differences between different eras and periods, drawing comparisons between my current study with that of prior historical learning.</p>	<p>To debate: With support and modelling I can cite well-sourced evidence to support a balanced argument linked by comparative connectives: [e.g. perhaps conversely, despite, however, alternatively]</p> <p>To debate: I can confidently sift and sort pieces of evidence using evaluative language [significant, likely, useful, true]</p>	<p>To respond: With modelling I can use historical themes in a combined and joined up way e.g. select, programme or compose music to accompany our illuminated manuscripts.</p>
Enhanced Learning		<p>To research: With modelling I can conduct research to support my own arguments, or to challenge the arguments of others.</p> <p>To research: With modelling I can store and categorise data with efficiency and clarity.</p>	<p>To enquire: I can confidently develop my own questions about <i>patterns</i>, trends and anomalies in historical data and statistics and develop lines of enquiry and hypotheses to account for them. ["I think I know why so many babies died young in the 1940's – was it because of rationing? Or could it be the blitz?"]</p>	<p>To contextualise: With modelling, I can begin to see and discuss the similarities and differences between different eras and periods, drawing comparisons between my current study with that of prior historical learning.</p>	<p>To debate: With modelling, I can cite well-sourced evidence to support a balanced argument concerning events and ethics, linked by comparatives.</p> <p>To debate: With modelling, I can produce a structured narrative accounting for continuity and change in events over time.</p>	<p>To respond: I can confidently devise ways to express historical data creatively, bringing my own sense of design and innovation to show: continuity and change in events over time, similarities and differences between different era and cause and consequence. ["My pictogram shows the men, women and children killed by during the Battle of Britain"]</p>
Deep Learning		<p>To research: I confidently use a wide range of sources to gather useful historical information for a specific purpose, aiming to build a case or challenge a theory, intelligently sorting data and categorising it efficiently.</p>	<p>To enquire: I am curious about the past and interrogate a wide range of sophisticated sources eagerly, independently and with rigour, looking for useful and interesting evidence, fully answering questions and raising my own pertinent and relevant inquiries.</p>	<p>To contextualise: I can confidently outline and discuss the similarities and differences between different eras and periods, drawing comparisons between my current study with that of prior historical learning.</p>	<p>To debate: I can produce thoughtfully balanced arguments and subtly structured narratives using well-sourced evidence to argue an informed historical judgement about cause, consequence, change, continuity, perspective and viewpoint.</p>	<p>To respond: I confidently explore history through the expressive arts, and the past combining artistic media and techniques, applying my learning about the past and using specific vocabulary and subtle incorporating historical details.</p>