

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.

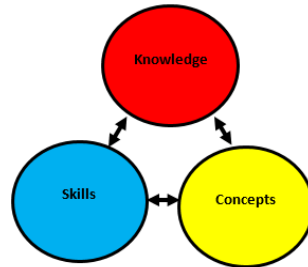
* To use various sources to answer question about the past.

- 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





* 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.

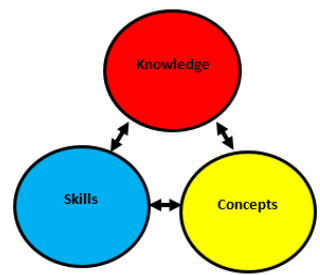
* How to use historical enquiry to as questions about the past.

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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



* 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..

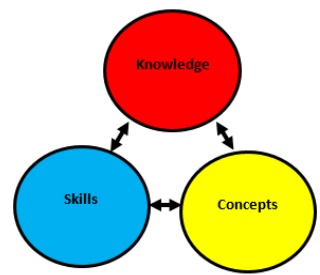
* How to pose a variety of questions about a topic.

- Archaeologist
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- Researcher
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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.

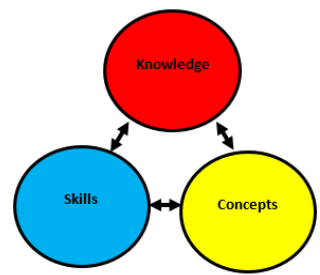
* How to research a topic from the past with increasing confidence.

- Archaeologist
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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.

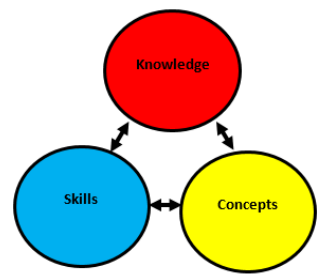
* To identify the reliability and unreliability of secondary and primary sources.

- Archaeologist
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- Lawyer/ Solicitor
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relevant
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multiple
primary
secondary
research
topical
relevant



independent
enquire
reliability
variety
fluent
cohesive





* 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.

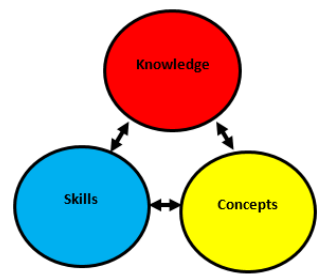
* To understand how and why contrasting arguments have been constructed.

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construct
claims
arguments
options
contrasting
opposing.

