



# Curriculum Road Map - Morland Area C of E Primary School



## History:

### Historical Enquiry

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#### Year 1:

- Find answers to simple questions about the past from a range of sources including books, artefacts, online research.
- Start to compare two versions of past events.
- Observe and use pictures, photographs and artefacts to find out about the past.

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#### Nursery:

- Questions why things happened and give simple explanations.
- Understand why and how questions.
- Ask who, what, when and how.

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#### Year 3:

- Observe small details on artefacts and pictures to draw on conclusions.
- Select and record information relevant to the historical topic.
- Begin to use the library and internet for more independent research.
- Look at two versions of the same event or story in history and identify differences.

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#### Year 4:

- Use evidence to build up a picture of the past.
- Ask a variety of meaningful questions relating to the historical topic.
- Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.
- Begin to understand some of the ways in which historians and others investigate the past.

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#### Reception:

- Ask questions to find out more and to check understanding of what has been said.
- Understands questions such as who, why, when, where and how.
- Understands a range of more complex sentence structures including tense markers.
- Engage in non-fiction texts.

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#### Year 2:

- Start to understand that there can be different versions of the same event from the past.
- Start to use stories or accounts to distinguish between fact and fiction.
- Explain that there are different types of evidence and sources such as photographic and written that can be used to represent the past.

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#### Year 5:

- Use evidence to build up a picture of a past event.
- Find and analyse a wide range of evidence about the past.
- Consider different ways of checking the accuracy of interpretations of the past.
- Start to understand the difference between primary and secondary evidence and start to question its reliability.
- Continue to develop their understanding of how historians and others investigate the past.

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#### Year 6:

- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.
- Show an awareness of the concept of propaganda.
- Know that people in the past represent events or ideas in a way that may be to persuade others.



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