



BRUNSHAW PRIMARY SCHOOL

Inspiring children to be resilient and aspirational learners, within a positive and considerate community



Brunshaw Primary School Enquiry Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	- Ask and answer questions about the past through observing and handling a range of sources. - Understand some of the ways in which we find out about the past and identify different ways the past can be represented.	- Ask and answer questions about the past, choosing and using parts of stories and other sources to show they know and understand key features of the event. - Suggest some of the reasons why people in the past acted as they did from a range of sources. - Understand some of the ways in which we find out about the past.	- Use some sources to start devising historically valid questions about change, cause, similarity and difference and significance. - Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist.	- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations. - Use some sources to start devising historically valid questions. - Understand some of the methods of historical enquiry, how evidence is used to make historical claims. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.	- Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. - Recognise how our knowledge of the past is constructed from a range of different sources - Describe the results of historical events, situations and changes.	- Understand the methods of historical enquiry, how evidence is used to make historical claims. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. - Understand how our knowledge of the past is constructed from a range of different sources about the Anglo-Saxons and that different versions of past events often exist.

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Spring	- Ask and answer questions about the past through observing and handling a range of sources. - Suggest some of the reasons why people in the past acted as they did from a range of sources. - Identify some of the basic ways the past can be represented.	- Ask and answer questions about the past, choosing and using parts of stories and other sources to show they know and understand key features of the event. - Recognise some of the reasons why people in the past acted as they did from a range of sources. - Identify some of the ways in which we find out about the past and identify different ways the past can be represented	- Use sources to devise historically valid questions about change, cause, similarity and difference, and significance. - Identify some to the different ways in which the past can be represented. - Understand that our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist.	- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations. - Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance - Understand some of the methods of historical enquiry, how evidence is used to make historical claims. - Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist.	- Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to understand how and why contrasting arguments and interpretations of the past have been constructed. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. - Understand how our knowledge of the past is constructed from a range of different sources about the Anglo-Saxons and that different versions of past events often exist, giving some possible reasons for this (what evidence do we have, why was it created, and what does it tell us?)	- Understand the methods of historical enquiry, how evidence is used to make historical claims ,and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of the past often exist, giving some reasons for this.

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Summer	- Ask and answer questions about the past, choosing and using parts of stories and other sources to show they know and understand key features of the event. - Suggest some of the reasons why people in the past acted as they did from a range of sources. - Understand some of the ways in which we find out about the past and identify different ways the past can be represented e.g. through pictures, written accounts, songs, museum displays, stories.	- Ask and answer questions about the past, choosing and using parts of stories and other sources to show they know and understand key features of the event. - Suggest some of the reasons why people in the past acted as they did from a range of sources. - Understand some of the ways in which we find out about the past and identify different ways the past can be represented e.g. through pictures, written accounts, songs, museum displays, stories.	- Understand some of the methods of historical enquiry and how evidence is used to make detailed observations, finding answers to questions about the past. - Use some sources to start devising historically valid questions about change, cause, similarity and difference and significance. - Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, written sources etc)	- Use some sources to start devising historically valid questions about change, cause, similarity and difference and significance. - Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, written sources etc) - Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance	- Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. - Begin to evaluate sources to make historical claims, and discern how and why contrasting Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.	- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of the past often exist, giving some reasons for this (e.g. what evidence do we have, why was it created, and what does it tell us?) - Begin to recognise why some events, people and changes might be judged as more historically significant than others.