Dales Academies Trust
Together for Excellence

History – Overview of Disciplinary Knowledge

Historical Enquiry	EYFS (Pre-School Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate: **Gathering, organising and evaluating evidence**	**Investigate:** Use photographs and images to find out about the past. Use stories and books to learn about the past	**Investigate:** Using sources of information, such as artefacts, to answer questions. Draw out information from sources, such as from paintings, photographs and maps. Making simple observations about the past from a source.	**Investigate:** Understand how we use books and other sources to find out about the past. (photographs, pictures, artefacts, visitors, visits, maps) Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Identifying a primary source.	**Investigate:** Use a range of sources to construct knowledge of the past Defining the terms 'source' and 'evidence'. Identifying primary and secondary sources. Comparing and contrasting different historical sources. To know that archaeological evidence can be used to find out about the past.	**Investigate:** Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Identifying the bias of a source. Identify sources of archaeological evidence	**Investigate:** Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion. Recognising 'gaps' in evidence. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources.	**Investigate:** Know primary sources which were created for an official purpose are the most reliable sources. Using different sources to make and substantiate historical claims. Identifying how sources with different perspectives can be used in a historical enquiry – recognising reliability by identifying audience, purpose, accuracy and the creators of the source.
Interpret: **Interpreting findings, analysing and making connections**	**Interpret:** Making simple observations about the past from photographs and images	**Interpret:** Interpreting evidence by making simple deductions. Making simple inferences and deductions from sources of evidence. Describing the main features of concrete	**Interpret:** Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers.	**Interpret:** Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.	**Interpret:** Understanding that there are different ways to interpret evidence. Making links and connections across a period of time, cultures or groups.	**Interpret:** Interpreting evidence in different ways using evidence to substantiate statements. Making interpretations using more than one source of evidence.	**Interpret:** Make increasingly complex interpretations of evidence using more than two/three sources of evidence. Making connections, drawing contrasts and analysing within a period and across

		evidence of the past or historical evidence (e.g. pictures, artefacts and buildings)			Asking the question "How do we know?" Make inference and deductions using images from the past.	Challenging existing interpretations of the past using interpretations of evidence. Beginning to interpret simple statistical sources.	time, including using statistical sources to justify viewpoints.
Evaluate and Conclude: Evaluating and drawing conclusions	**Evaluate and Conclude:** Deciding whether photographs or images (e.g. from stories) depict the past.	**Evaluate and Conclude:** Drawing simple conclusions to answer a question.	**Evaluate and Conclude:** Making simple conclusions about a question using evidence to support.	**Evaluate and Conclude:** Understanding that there may be multiple conclusions to a historical enquiry question. Recognising similarities and differences between past events and today.	**Evaluate and Conclude:** Reaching conclusions that are substantiated by historical evidence.	**Evaluate and Conclude:** Reaching conclusions which are increasingly complex and substantiated by a range of sources.	**Evaluate and Conclude:** Evaluating conclusions and identifying ways to improve conclusions.
Communicate: Communicating findings	**Communicate:** Communicating findings by pointing to images and using simple language to explain their thoughts.	**Communicate:** Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)	**Communicate:** Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing.	**Communicate:** Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments. Describing past events orally or in writing, recognising similarities and differences with today.	**Communicate:** Creating a simple imaginative construction of a past event using the evidence available to draw, model, dramatise, write or retell the story. Creating a structured response or narrative to answer a historical enquiry	**Communicate:** Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.	**Communicate:** Showing written and oral evidence of continuity and change as well as indicting simple causation. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.