



# **History Skills Matched with Enquiry Question**

## History Skills Matched to Enquiry Questions

Year 1/2 Cycle A 2024/25	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<b>How has technology changed over the last 60 years?</b>	I can place events and artefacts on a timeline.	I can observe or handle some evidence to ask questions and find answers to questions.	I can explain some reasons why certain technology was manufactured.	I can describe how technology has changed and how it has continued over time.	I can use pictures and film footage to find out about technology in the past compared to now.	I can describe and begin to talk about key events of a significant person/time.
<b>How did Florence Nightingale and Edith Cavell help to improve hospitals?</b>	I can place events, artefacts, and people on a timeline.  I can begin to use some dates where appropriate.	I can observe or handle evidence to ask questions and find answers to questions about the past.	I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.	I can describe changes and the historical events they led to.	I can use pictures, stories, and film footage to find out about the past.  I can identify some of the different ways the past has been represented.	I can describe significant people and events from the past and begin to explain why they are important.
<b>Why are Chadsmead Houses called what they are?</b>	I can place people on a timeline.	I can observe or handle evidence to ask questions and find answers to questions about the past.	I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.	I can describe changes and the historical events they led to.	I can use pictures, stories, museums, and visitors to find out about the past.	I can describe significant people and events from the past and begin to explain why they are important.

## History Skills Matched to Enquiry Questions

Year 1/2 Cycle B 2023/24	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<b>Where have humans explored?</b>	I can place explorative events on a timeline.	With support, I can use evidence of explorers lives to ask questions about the past.	I can discuss the causes of exploring and what we found out from exploration.	I can describe changes over a period of time.	I can use pictures and stories to find out about the past and compare different explorations.	I can name significant explorers from the past.
<b>How did the Great Fire change London?</b>	I can place events, artefacts, and historical figures on a timeline.  I can use dates where appropriate.	I can observe or handle evidence to ask questions and find answers to questions about the past.  I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).	I can explain the causes of the Great Fire of London and what the consequences were.	I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.	I can use artefacts and diary entries to compare similarities and differences.  I can identify some of the different ways the past has been represented.	I can describe significant people from the past and explain why they are important.  I can name a monarch.
<b>Where did Kings and Queens live through time?</b>	I can place events and some artefacts on a timeline.	With support, I can observe or handle some evidence to ask questions about the past.	I can begin to explain why monarchs built castles and what the consequences of these actions were.	I can describe changes and historical events.	I can compare the similarities and differences between different castles.	I can begin to talk about key events of a significant king/queen or castle.

## History Skills Matched to Enquiry Questions

Year 3/4 Cycle A 2024/25	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<b>What were the greatest achievements of the Ancient Greeks?</b>	<p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can use BCE and CE.</p>	<p>I can suggest suitable sources for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.</p>	<p>I can explain the concept of change over time and represent this with evidence.</p>	<p>I can describe the social, ethnic, cultural, and religious diversity of the past.</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).</p>
<b>Who are our local significant figures?</b>	<p>I can place people on a timeline using dates.</p> <p>I can identify the time periods these people lived.</p>	<p>I can suggest suitable sources for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can suggest causes and consequences of some of the main achievements of significant figures of Lichfield.</p>	<p>I can explain the concept of change over time and represent this with evidence related to significant figures of Lichfield.</p>	<p>I can use pictures, stories, museums, and visitors to find out about the past and identify similarities and differences to today.</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).</p>

## History Skills Matched to Enquiry Questions

Year 3/4 Cycle B 2023/24	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<b>How did daily life change from the Stone Age to the Iron Age?</b>	<p>I can place ages in order of time and understand the meaning of their names.</p> <p>I can place artefacts within their correct age.</p> <p>With support, I can use BCE.</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can explain how we find prehistoric evidence.</p>	<p>I can suggest causes and consequences of the main events within prehistory such as agriculture, mining, and migration.</p>	<p>With support, I can begin to explain the concept of change over a long period of history.</p>	<p>I can describe similarities and differences between the Stone Age, Bronze Age, and Iron Age.</p>	<p>I can suggest suitable sources of evidence to find out about significant people/events.</p>
<b>How did the Roman Empire impact Britain?</b>	<p>I can place events, artefacts, and historical figures on a timeline, using dates and time (BCE/CE).</p>	<p>I can suggest more than one suitable source for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p>	<p>I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.</p>	<p>I can describe the social, ethnic, cultural, and religious diversity of the past.</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).</p>
<b>How did England change during the settlement of the Anglo-Saxons and Vikings?</b>	<p>I can use dates accurately in describing events and people.</p>	<p>I can use sources of evidence to deduce information about the Saxons and Vikings.</p> <p>I can discuss whether the evidence is reliable and explain why.</p>	<p>I can describe causes of invasion in Britain and what the consequences were.</p>	<p>I can identify periods of rapid change in history.</p> <p>I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.</p>	<p>I can compare similarities and differences between Anglo-Saxon and Viking culture.</p>	<p>I can describe the social and cultural significance of a past society.</p>

## History Skills Matched to Enquiry Questions

Year 5/6 Cycle A 2024/25	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<b>What were the greatest achievements of Ancient Egypt?</b>	<p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can use BCE and CE.</p>	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>I can suggest causes and consequences of some of the main events within Ancient Egypt.</p>	<p>I can begin to explain the concept of change over a long period of history.</p>	<p>I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.</p>	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.</p>
<b>What similarities and differences are there between the Maya civilisation and England from the 8<sup>th</sup> to the 10<sup>th</sup> century?</b>	<p>I can use dates and terms accurately in describing events and people.</p>	<p>I can use sources of evidence to deduce information about the past.</p> <p>I can use sources of information to form testable hypotheses about the past.</p>	<p>I can describe causes of events and their consequences in Ancient Maya.</p>	<p>I can identify periods of rapid change in history.</p> <p>I can explain the concepts of continuity and change over time.</p>	<p>I can compare the similarities and differences between civilisations and cultures.</p>	<p>I can describe the social and cultural significance of a past society.</p> <p>I can describe the characteristic features of the past, including ideas and beliefs.</p>
<b>How did the English Civil War affect Lichfield?</b>	<p>I can use dates and terms accurately in describing events and people.</p>	<p>I can use sources of evidence to deduce information about the past.</p>	<p>I can describe causes of events and their consequences during the Lichfield Civil War.</p>	<p>I can identify periods of rapid change in history.</p> <p>I can explain the concepts of continuity and change over time.</p>	<p>I can compare the similarities and differences between Lichfield during the English Civil War and now.</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on British History and Lichfield specifically.</p>

## History Skills Matched to Enquiry Questions

Year 5/6 Cycle B 2023/24	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<b>How has crime and punishment changed over time in Britain?</b>	<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological, and cultural).</p>	<p>I can analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p> <p>I can refine lines of enquiry as appropriate.</p>	<p>I can describe the social causes of crime and punishment. I can describe the consequences of crimes.</p>	<p>I can identify changes in crime and punishment. I can analyse why these changes happened.</p> <p>I can use appropriate historical vocabulary to communicate change and continuity.</p>	<p>I can compare similarities and differences in crime and punishments over time.</p> <p>I can compare the main changes in a period of history with the present day.</p>	<p>I can describe the social, ethnic, cultural, or religious diversity of past society.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</p>
<b>Was the British Empire under the Victorians something 'great'?</b>	<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological, and cultural).</p>	<p>I can analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can describe the social causes of crime and punishment. I can describe the consequences of crimes.</p>	<p>I can identify changes in crime and punishment.</p> <p>I can analyse why these changes happened.</p> <p>I can use appropriate historical vocabulary to communicate change and continuity.</p>	<p>I can compare similarities and differences in crime and punishments over time.</p> <p>I can compare the main changes in a period of history with the present day.</p>	<p>I can describe the social, ethnic, cultural, or religious diversity of past society.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</p>
<b>What role did Britain play in World War Two, and how did this impact the outcome of the war?</b>	<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history.</p>	<p>I can use sources of information to form conclusions about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can describe some of the causes and consequences of World War 2.</p>	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.</p>	<p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</p>