

## Year 6

Know and use medieval textual/visual evidence, understanding that these have required some interpretation (inc Magna Carta)

Know ways to seek out and analyse a range of evidence in order to justify claims about past (e.g. was John England's worst king?)

Know that all sources have historical value because they say something of the author and time in which they were produced, suggesting what this might be

Know two or more reasons why the voices of certain groups, including the poor, are under-represented in sources

Know of five ways that Newark 's link to the Civil Wars is reflected in the locality

## Year 5

Know what is meant by primary sources and show increasing confidence in identifying them

Know how to evaluate the usefulness of sources to follow a specified line of enquiry

Use primary and secondary sources together effectively to build pictures of aspects of life in the past

Know that past cultural influences can be seen in architecture and art (e.g. Much of Spain was once in Islamic Empire and this is evident in civic spaces)

Know some ethical considerations for historians when acquiring and displaying artefacts (e.g. items from burials, Elgin marbles taken from Parthenon, Greece on display in British Museum)

## Year 4

Know what is meant by the term *propaganda* and identify it with support

Know and suggest two suitable sources from those looked at that could be used to follow a line of enquiry

Know that the study of history can involve an interdisciplinary approach that draws on other subjects including science: archaeology, paleontology, geology, giving two examples of its application in context

Know that by using multiple sources of evidence for historical enquiry, historians gain a fuller understanding of an individual or event in the past

Know ways that events are commemorated and that these can be biased

## Year 3

Know and explain what an oral history is

Know how to use two or more sources to answer a question about the past: Did miners consider their horses friends or machines?

Know how to observe smaller details in artefacts/images learning the meanings historians have inferred from them (e.g. objects Egyptian gods are holding/wearing)

Know ways two versions of an event differ, and why (e.g. Boudicca's Revolt)

Know that some artefacts show a fusion of two cultures (Romano-Celtic artefacts from Roman Britain)

Know some pertinent questions to ask to widen an enquiry (e.g. how were horses used in fire brigade, WW1, ploughing, etc).

## Year 2

Know what an eye-witness account is and suggest one reason why they might vary : bystander's position or role

Know some different questions to ask before commencing a study: What was it like for people? What happened? How long ago? How were buildings/dress different?

Know about the life of a famous Briton, building up evidence to help them, including artefacts, pictures, stories and online sources

Know three ways that life was the same and life was different across two periods studied to date: early and late Stone Age

Know some ways the past is represented today: museums, film and stories (e.g. Titanic)

## Year 1

Know three ways that life was different in the past through observations and discussion of objects and illustrations, including Victorian home life and life in England during the reign of Elizabeth I

Know items that would/wouldn't 'fit' in a 'living museum' in the classroom (e.g. cave scene: furs, trainers, fire torches, cheese, a shop, spear, berries, dinosaur egg etc.)

Know some questions to ask an older person to find out about times within living memory (e.g. Queen's coronation/Silver Jubilee)

Know that information books can be used to find out about the past, and answer questions from reading together

Know how six objects from the past were used (e.g. dolly tub, mangle, flat iron, copper kettle, flint tools, etc.)

## F2

Know how to talk about and describe objects, pictures and photographs based upon observations

Know some questions to ask of evidence: What is happening? What is it called? How was it used? Who used it?

Know some objects that match to people of different ages

Know the difference between fact and fiction in clearly distinguishable contexts

# Evidence

*Using a range of sources which provide historical evidence and evaluating their usefulness to an enquiry*

