



Becoming a historian



How do we learn about history? – A progression of skills regarding the accessing and evaluating of historical sources

Sources of historical information	Key Stage						
	EYFS	KS1	KS2	LKS2	UKS2	UKS2	UKS2
	ago past / present difference / change / stayed the same	source(s) reliability (un)reliable	KS1 Bronze Level Challenge	primary source secondary source fact opinion	LKS2 Silver Level Challenge	bias(ed) propaganda	UKS2 Gold Level Challenge
Pictures, photographs and film	Use pictures, photos and films to spot and talk about similarities and differences between the present and the past: <i>"They did not have..."</i> <i>"Their clothes are different from mine."</i> <i>"In that film they lived in a house that does not look like mine."</i> <i>"They played football then just like I do now."</i>	Begin to compare photos, films and pictures of people or events in a period of the past and spot similarities and differences in those photos, films and pictures. Begin to discuss whether photos, films or pictures are the most reliable . <i>"In both of these pictures the soldiers are wearing red uniforms."</i> <i>"In this picture the girl is smiling, but in the old photograph she is not. I think the picture could be unreliable because it was drawn by someone who was not there."</i>	Show an awareness of chronology with pictures, photos and films. <i>"This photo is older than this one because it is black and white"</i> <i>"This type of painting looks older than the pictures in MY book."</i>	Identify whether a piece of film is a primary or secondary source of historical information depending on whether it's documentary or fictionalised. Identify whether something they hear in a film is a fact or an opinion and how this affects its accuracy or reliability . <i>"That was filmed during the Battle of Britain. Those planes were really fighting each other! That's what it was like."</i> <i>"These are actors pretending to be Victorians."</i> <i>"The chimney sweep said he had the worst job in Victorian Britain, but that is his opinion. He might now know about some other jobs that are worse."</i> Understand that period photographs can be a useful, reliable piece of primary source evidence but artists' impressions (illustrations) are secondary sources and, while useful, are perhaps not as reliable .	Find enough similarities between secondary sources and primary sources to re-assess their reliability. "I know this is a modern, secondary source of evidence, but this illustration matches the photograph that was taken at the time. It is reliable."	Identify and explain the purpose and impact of propaganda films, newsreels or short films as biased or possibly misleading information used to promote a point of view or to persuade people. <i>"That film is letting people know that there is not much food in England during the war. People watching it will think about growing their own food instead of trying to buy it."</i>	Extend their knowledge of bias or propaganda to identify, research and explain the purpose and impact of current publications, posters or images. <i>"The photo on the Newsround home page has been chosen to..."</i>
People	Talk to and about people they are familiar with about changes that have happened in their lifetimes: <i>"What was school like when you were little, Grandpa?"</i> <i>"Where did you go on holiday when you were young?"</i> <i>"My Grandma did not wear a seatbelt in the back of her car when she was little!"</i>	Ask questions to visitors, people in character or guides on school trips to find information: <i>"Why do you want to kill the king, Guy Fawkes?"</i> <i>"What is that thing you are holding used for?"</i> <i>"What kind of house did these people live in?"</i>	Know how to (and then carry out) research about a character being portrayed or a person they are familiar with. <i>"I found more facts in a book at home."</i> <i>"I looked on the internet and found..."</i>	Plan a variety of questions to ask before interviewing a visitor, someone in character or a guide on a school trip in order to gain the most knowledge possible. <i>"Were the teachers in Victorian school really as strict as Charles Dickens makes out? How do we know?"</i> <i>"How did you know that bombers were coming? What did you do to stay safe during a bombing raid?"</i> <i>"How did Stone Age people make fire? What did they use it for?"</i>	Have the ability to improvise meaningful questions inspired by the answers given during an interview/conversation. <i>Interviewee: If a child in my classroom misbehaves, then I will hit them with this cane.</i> <i>Interviewer: What will their parents say about that? Won't they complain?</i> <i>Interview: No, because this type of punishment was accepted at school and in the home. It was believed to be effective</i>	Pupils plan for an interview with a family member about their own memories or experiences related to a particular topic, or those of an ancestor who passed on that information to them; pupils record, collate and then present that information to an audience. <i>"Can you recall any racism you experienced when you were young?"</i> <i>"What was it like migrating to a different country?"</i> <i>"What did your Dad tell you about what he did during the Second World War?"</i>	As part of their presentation, assess the reliability, unreliability, bias, overall accuracy of the information they were given. Is it all primary evidence? <i>"My Grandma said that some of her friends were evacuated to a mansion house but she couldn't prove this. They might have been exaggerating."</i>
Written sources	Listen to and begin to read stories about the past, discussing characters, settings and events: <i>"In that story the princess went in a carriage pulled by horses."</i> <i>"All of the buildings were made of wood!"</i> <i>"The knights were using swords and bows and arrows, not guns."</i>	Discuss how reliable or unreliable the text is as a source of information based on when the story was written or by whom and whether the story is fiction or non-fiction. Teacher: <i>"Was this story written by someone who was there?"</i> <i>"Were those pictures drawn at the time, or much later?"</i> Pupil: <i>"This story about the knight is written by someone who is still alive. He was not there when the knight was alive!"</i> <i>"This is a story about a real king who lived long ago. It is not made up so might be reliable to learn from."</i>	Pupils can answer a question using more than one source of written evidence. They can spot the same historical evidence in different texts <i>"In both these books, the king from long ago is sitting on a throne. Kings from long ago sat on thrones."</i>	Use textbooks, news reports, museum displays and the internet to acquire historical knowledge. Identify whether the text is a primary source or a secondary source and discuss its reliability . Read two written versions of an event and explain how they differ and offer reasons why. Identify whether something they have read is a fact or an opinion and how this might affect reliability and accuracy. <i>"This is a primary source of information because the person who wrote it is describing something they saw. I think it is reliable."</i> <i>"This person says that their army lost the battle because of the bad weather but I think they are making excuses!"</i> <i>"In his letter, the child wrote that Queen Victoria was the best ruler Britain had ever had, but that is his opinion. How can he know for sure?"</i>	Know that the reliability of a secondary source of non-fiction can be ascertained from where the source is found and who wrote it. <i>"This information board is a secondary source of information, but it is in a museum so will have been written by a historian who is an expert."</i> Know that, in historical fiction, the author will have made some things up about what happened and what was said by the characters. <i>"This story is about a real person and events but the things that are said are fictional. The author has made them up."</i>	Compare accounts of events from different sources: fact and fictional and note their similarities or differences. Research two written versions of an event and explain how they differ and give reasons why. Identify and explain the purpose and impact of propaganda posters, news reports or speeches as biased or possibly misleading information used to promote a point of view or to persuade people. <i>"This newspaper report is written to persuade people that Dunkirk was a success not a failure."</i>	Extend their knowledge of bias or propaganda to identify, research and explain the purpose and impact of current publications, posters or images. <i>"The newspaper headline today has been chosen to make the reader..."</i>



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Artefacts	By looking at and holding artefacts (toys, costumes, technology, etc.) the children can talk about the past: <i>"My Dad played with this when he was a boy. He does not play with it now." "This dress makes me look like a princess from a long time ago."</i>	Observe or handle artefacts to answer questions about the past based on simple observations. Recognise that artefacts are reliable sources. <i>"Old mobile phones did not have screens you could touch!"</i>	Spot common themes in the similarities and differences between old and new artefacts. <i>"Most of these are made out of wood instead of plastic." Make generalisations about the past using a variety of artefacts. "This old toy does not have batteries. Maybe people did not have batteries then."</i>	Organise and sequence artefacts by putting them in groups according to time periods or in chronological order. Recognise that original artefacts are primary sources of information and reliable . <i>"These things are all from a Victorian school, but these things are more modern and recent."</i>		Name a variety of artefacts and say at which point in history they were used. Attempt to identify mystery artefacts by asking questions about them, handling them and identify different means of finding out what they are. <i>"This is a kettle for boiling water. It looks to me like it is Victorian."</i>	
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