

## Crossflatts History Curriculum – Historical Interpretation.

1	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocab.</b>				Resistance, sources, legacy, importance, first hand evidence, second hand evidence, oral history, documented, religion, civilisation, this suggests, perhaps, significance, could be, impact, maybe,	Perspective Boudicca Roman Conquer Persuasive	Eyewitness Reliable Legacy Legislation Impact Change Effects Significance Consequences Conclusion To weigh up both sides however	
<b>Key Learning/ Evidence of working at the expected standard</b>	Use stories to encourage children to distinguish between fact and fiction	Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event  Compare pictures or photographs of people or events in the past  Discuss reliability of photos/ accounts/stories	Explore the idea that there are different accounts of history  Distinguish between different sources – compare different versions of the same story  Look at different representations of the period studied	Look at different versions of the same event in history and identify differences.  Know that people in the past represent events or ideas in a way that persuades others.  To know that people in the past represent different viewpoints.	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.  Give reasons why there may be different accounts of history.  Evaluate evidence to choose the most reliable forms.	Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past  Consider ways of checking the accuracy of interpretations – fact or fiction and opinion  Explain reasons why there may be different accounts of history.
<b>Possible evidence of greater depth understanding</b>	Compare 2 different stories about the past – what is the same and what is different?	Independently use sources to ask questions about the past and know some of the ways that we can find out about the past and begin to formulate questions of his/her own.	Independently use sources and formulate questions about the past and describe an artefact in relation to its location and wear and tear. Eg Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?	Pupils can they begin to use a range of sources to bring together a conclusion about an historical event. Pose their own questions regarding an account in Egyptian times and compare this to accounts from the Romans. Explain in detail how they differ and why giving supporting evidence.	Pupils can challenge sources of information and how people’s opinions affect this. Can understand that people in the past represent events or ideas in a way that persuades others and question what the reason for this was.	Independently can create historically valid questions about cause and significance and can suggest reasons for conflicting historical accounts. Independently can explain that the past can be represented or interpreted in many different ways and can carefully select relevant historical information, considering different viewpoints or thinking about possible bias.	Pupils can independently analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions offering suggestions why they might have been interpreted that way. Eg Can they suggest why certain events, people and changes might be seen as more significant than others?