

Historical Interpretation

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Pupils should understand how our knowledge of the past is constructed from a range of sources.	Pupils should understand how our knowledge of the past is constructed from a range of sources.	Pupils should understand how our knowledge of the past is constructed from a range of sources.	Pupils should understand how our knowledge of the past is constructed from a range of sources.
Progression of Skills Children can.....	- Look at books, videos, pictures, photographs and artefacts to find out about the past. - Use stories to distinguish between fact and fiction.	- Look at and use books, videos, pictures, photographs, artefacts, stories, eyewitness accounts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. - Compare pictures and photographs of people or events in the past. - Start to compare two versions of a past event. - Explain that there are different types of evidence and sources that can be used to represent the past. Discuss the reliability of historical photographs, stories and accounts.	- Explore the idea that there are different accounts of history. - Look at two versions of the same event in history and identify differences. - Identify and give reasons for different ways in which the past is represented.	- Look at more than two versions of the same event in history and identify differences. - Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. - Begin to evaluate the usefulness of different sources.	- Compare accounts of historical events from different sources. - Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history. - Begin to evaluate evidence to choose the most reliable form.	- Find and analyse a wide range of evidence about the past. - Know that people in the past have a point of view and that this can affect interpretation. - Consider different ways of checking and evaluating the accuracy of different sources. - Evaluate evidence to choose the most reliable forms. - Give clear reasons why there may be different accounts of history, linking this to factual understanding