

KS2 Using Sources as Evidence

Year 3

Children now begin to use the library or internet to do their own research about the past as well as using other sources such as continuing to use photos, artefacts, and visits. Children begin to use dates in the work, they continue to present knowledge in a variety of ways speaking, writing, ICT and drawing skills. They ask and answer a wider range of questions eg 'How did people? What did people do for?' Children are introduced to how present findings and they start to make their own choices about this.

Year 4

Children continue to do some of their own research and use a variety of sources. Children continue to present findings in different ways and are given more freedom and responsibility of their own presentation. They ask questions and offer explanations of the evidence and artefacts.

Year 5

Children begin to distinguish between primary and secondary sources. They understand there may be more than one account of the same event with differing viewpoints and that therefore it is necessary to use a variety of sources. Writing is becoming more structured and children choose an appropriate way to present information to an audience. They begin to realise that there is often, not just a single answer to historical questions and that much evidence is an interpretation by historians and archaeologists.

Year 6

Children begin to learn that some information may have a bias and is made to influence people's opinions. They understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. Children identify primary and secondary sources. They use subject specific Key Vocabulary including making accurate use of specific dates and terms from WW1 and 2 and Ancient Maya when presenting work and findings. Children do their own research and form their own opinions from a range of sources. They plan and carry out an historical enquiry about an aspect of Liverpool and present information in an organised and clearly structured manner, being able to evaluate their work and findings. They evaluate the usefulness and accurateness of different sources of evidence and select the most appropriate for particular tasks, using the most appropriate way, making use of different ways of presenting.