

# Primary Progression Map for Second Order Concepts of History: Historical Interpretations and Historical Evidence

**Key Questions:** What is the evidence? How do people know this? What can this source tell me? Can I trust this source?

What did this person think? Why did this person think like that? Why does that person see it differently?

	EYFS	KS1	Y3/4	Y5/6
<b>Historical Interpretations</b>	<p>Understand people have had different experiences</p> <p>Understand people have different things.</p> <p>Understand people might like different things.</p>	<p>Identify different ways in which the past is represented.</p> <p>Identify that two people could explain something differently or retell a story in a different way.</p>	<p>Understand that different versions of the past may exist.</p> <p>Begin to consider why there are different versions of events (fact or fiction). That these may vary depending upon a person's place/role/side in history.</p>	<p>Understand that different versions of the past may exist and give reasons why.</p> <p>Compare accounts of events from different sources.</p> <p>Explain why there are different versions of events (fact or fiction). That these may vary depending upon a person's place/role/side in history.</p> <p>Make connections between different sources of evidence and identify the different interpretations.</p> <p>Understand the importance of checking the accuracy of interpretations/evidence</p>
<b>Historical Evidence</b>	<p>Sort some objects into new and old</p>	<p>begin to identify different ways we can find out about the past (e.g. photos, stories, adults talking about the past, artefacts/objects)</p> <p>describe similarities and differences between artefacts</p> <p>sort some objects/artefacts between then and now</p> <p>look at pictures and photos to identify things from the past</p>	<p>Identify different sources that have given them information about the period they are studying.</p> <p>Identify if a piece of evidence is first-hand or someone's view.</p> <p>Identify details in pictures and artefacts.</p> <p>Use evidence from a source to answer a question or support and answer</p>	<p>Begin to identify primary and secondary sources. Identify different evidence that supports a point they are making</p> <p>Select relevant sections of historical information to answer a question/enquiry</p>

