

History

EYFS		
ELG- Understanding the World	Past and Present	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling

CHANGE					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</p> <p>Chronology</p>					
Order information on a timeline.	Sequence details about an event beyond living memory in chronological order.	Sequence dates and information from several historical periods on a timeline.	Sequence significant dates about events within a historical time period on historical timelines.	Sequence, and make connections between, periods of world history on a timeline.	Articulate and present a clear, chronological world history narrative within and across historical periods studied.
Sequencing words, such as first, next, finally, then and after that , can be used to order information chronologically.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.	Dates and events can be sequenced on a timeline using AD or BC . AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present	Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.	Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1900 BC and the	Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.

		day. The year 0 AD marks the birth of Christ in the Gregorian calendar.		ancient Egyptians from 3100 BC to 332 BC.	
Events in your life or your family's life (grandparents)	Sequence famous sea explorers	Order British history beginning with Stone Age to Iron Age (BC to AD)	Order key events of Roman Empire	Show how Ancient Egyptians occurred alongside Romans and Greeks	Timeline of WWII showing key events from different countries.
Order modes of transport	Order the events of the Great Fire of London	Key events of the Ancient Greeks in chronological order	Order timeline of Anglo-Saxons and Vikings with leaders and significant events	Order key events of Henry VIII's life	Timeline of the life and work of Darwin History of computing including Bletchley Park
Changes over time					
Describe changes within living memory (approximately 100 years).	Describe how an aspect of life has changed over time.	Summarise how an aspect of British or world history has changed over time.	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them	Frame historically valid questions about continuity and change and construct informed responses.	Describe the causes and consequences of a significant event in history.
Changes within living memory have happened over the last 100 years and include technology, exploration, workplaces, houses and jobs, leisure, family and social structures.	Life has changed over time due to changes in technology, inventions, society , use of materials, land use and new ideas about how things should be done.	Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.	Changes over time can happen rapidly or slowly and are affected by the desire for people to change , their beliefs, the availability of resources and technology, and social and economic circumstances	Continuity is the concept that aspects of life , such as rule and government, everyday life, settlements and beliefs, stay the same over time . Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.	The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for

					individuals, small groups of people or society as a whole.
How toys have changed.	How town building and schools including shops have changed.	Describe how everyday life has changed from Greek to modern day. What is the journey of a river? – History of the Thames over time	Ask and answer how Britain changed due to invasions? Ask and find out what the Romans did for us?	Explain how religion changed in England under Henry VIII.	Describe the causes and consequences of WWII Describe the causes and consequences of the sinking of Titanic and arrival of Windrush
British History					
Describe and explain the importance of an individual's achievements.	Describe a significant historical event in British history.	Describe how a significant event or person in British history changed or influenced how people live today.	Explain the cause, consequence and impact of invasion and settlement in Britain.	Create an in-depth study of an aspect of British history beyond 1066.	Debate the significance of a historical person, event, discovery or invention in British history.
Important individual achievements include great discoveries and actions that have helped many people.	Significant historical events include those that cause great change for large numbers of people.	Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided	Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These	Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.	Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.

		inspiration for the way people should live.	kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.		
Mary Anning's discovery of fossils What happens when there is a new King or Queen?	Great Fire of London and the impact on London	James Lind's discovery of vaccines changed health – link to Covid	Causes, consequences and impact of Anglo-Saxon settlers	In depth study of the changing monarchies in the Tudor period e.g. impact on religion How improvements in technology led to space exploration	Long-term impact of WWII and invasion of Germany across Europe Impact on knowledge of Darwin and theory of evolution
SIGNIFICANCE					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world					
Significant Events					
Identify some key features of a significant historical event beyond living memory.	Explain why an event from the past is significant.	Explain the cause and effect of a significant historical event.	Explain in detail the multiple causes and effects of a significant historical event.	Explain why an aspect of world history is significant.	Present a detailed historical narrative about a significant global event.
Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places	Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11 th November to	The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term,	Every significant historical event has a cause or a number of causes , such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural	Aspects of history are significant because they had an impact on a vast number of people , are remembered and commemorated or influence the way we live today.	Historical narratives can describe long- and short-term causes and consequences of an event ; highlight the actions of significant individuals and explain how significant events

involved and the consequences of the event.	remember the end of the First World War.	such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.	disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.		caused great change over time.
Fossils being discovered and when dinosaurs roamed the Earth. Bonfire Night and why we have it.	11 th November to commemorate the end of World War I. Great Fire of London	Causes and consequences of the Battle of Marathon Lead up to the destruction of Pompeii and what did we learn about Pompeii when it was discovered.	Impact of English invasion on Native American Tribes.	Why was the moon landing significant? Significance of the British Empire on India	Historical narrative about the long-term and short-term consequences of World War II and the consequences after.
Significant People					
Explain why a significant individual is important.	Describe the impact of a significant historical individual.	Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them.	Construct a profile of a significant leader using a range of historical sources.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.
Significant individuals have helped people, stood up for their beliefs, made discoveries or provided leadership. Significant individuals in history include Mary	The impact of significant historical individuals can include greater knowledge of the world, improvements to local or national life and personal achievements. Significant	People become historically significant when their actions have created change over time, changed human thinking or their individual lives have highlighted the	A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or	Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs	Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the

Anning, Sir Francis Beaufort, Rosa Parks and Neil Armstrong.	individuals include Captain Cook, Helen Keller, Grace Darling, Jesse Owens and Isambard Kingdom Brunel.	struggles of a larger group of people. Significant people are also usually remembered and celebrated during or after their lifetimes.	negative consequences of their actions.	and protest against injustice.	cultural context of the day , which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.
Mary Anning – discovery of fossils Florence Nightingale – helped soldiers in Crimean War Rosa Parks – stood up for her beliefs about equal rights	Captain Cook’s journey and discoveries Nelson Mandela became the first black president of South Africa	James Lind discovered a cure for scurvy by using the first clinical trial (link to Covid clinical trials) Greek philosophers such as Socrates, Plato and Aristotle changed human thinking	A profile about Boudicca or a Roman Emperor including significant achievements and key events	Henry VIII changed religion. Pharaohs built tombs for themselves because of their beliefs in the after life. Galileo was imprisoned because of his beliefs.	Darwin’s theory was not accepted when he was alive. The failures of Captain Robert Scott. The impact of Alan Turing on development of computers.
COMPARISON					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses					
Compare and contrast					
Identify similarities and differences between ways of life within living memory.	Describe what it was like to live in a different period.	Explain the similarities and differences between two periods of history.	Compare and contrast two civilisations.	Compare and contrast an aspect of history across two or more periods studied.	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.

Identifying similarities and differences helps us to make comparisons between life now and in the past.	A historical period is an era or a passage of time that happened in the past.	Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; and the development of technology. These change throughout periods of history.	Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.	Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.	Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.
Compare everyday items including toys, transport or technology.	What was it like to live in London during the Great Fire of London? Compare life in Stony Stratford 100 years ago compared to now.	Comparing Stone Age, Bronze Age and Iron Age homes and shelter. Compare what life was like in Ancient Greek times to modern day.	Comparing similarities between Romans and Greeks with a focus on architecture, religion or inventions.	Compare Egyptians with Romans and Greeks Compare Tudor monarchs and London including building such as The Globe with the Royal Family and everyday life.	Compare different country's views of leadership and beliefs during World War II.

HUMANKIND					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Everyday life					

Describe an aspect of everyday life within living memory.	Describe the everyday lives of people in a period within or beyond living memory.	Describe the everyday lives of people from past historical periods. Describe everyday life in a Roman town, including jobs, houses and schooling.	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	Explain how everyday life changed for people after a major change such as invasion or change of religion.	Evaluate the human impact of war or conflict on the everyday life of a past or ancient society.
Aspects of everyday life include houses, jobs, objects, transport and entertainment.	Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.	Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gather lifestyle to farming. Aspects of everyday life in a Roman town include housing, markets, mosaics and food.	The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity	Societies are changed by an invasion in many ways, including the adoption of religion, culture and language; the structure and uses of settlement; opportunities for trade and the destruction of previous belief systems and ways of life.	War can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.
How have transport and toys changed?	Looking at how Stony Stratford has changed over time (houses, shops, transport).	Stone Age hunter gathers and use of tools Describe what life was like in Pompeii.	Comparing Roman life to modern day e.g. use of underfloor heating – Bancroft Roman Villa	How did India change during and after British rule? How Tudor life changed after changing from a Catholic to Church of England	Impact of war on everyday life e.g. Blitz in London, the lives of Jewish people post-war
Hierarchy and Power					

Describe the role of a monarch.	Describe the hierarchy of a past society.	Describe the roles of tribal communities and explain how this influenced everyday life.	Describe the hierarchy and different roles in ancient civilisations.	Describe the significance and impact of power struggles within Tudor Britain and the various monarchs of the Tudors.	Describe and explain the significance of a leader or monarch.
A monarch is a king or queen who rules a country.	Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.	Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families , farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.	Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.	To know the hierarchy and power structure of Tudor Britain including Henry VIII's separation from the Catholic church and the creation of the Church of England as well as which Tudor monarchs were Catholic or Protestant.	Leaders and monarchs have changed the course of history in a variety of ways , including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.
The role of Queen Elizabeth II and the Royal Family	Hierarchy of people living in London during the Great Fire of London.	Find out about Stone Age families and communities	Understand how the hierarchy of the Roman Empire e.g. Emperor, slaves	Power structure of the Tudor Monarchy including whether the monarch was a Catholic or Protestant	Look at world leaders at the time of the war including characteristics and beliefs
Civilisations					
		1. Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.	1. Describe the significance and impact of power struggles on Britain. 2. Create an in-depth study of the characteristics and importance of a past or	Study a feature of a past civilisation or society.	1. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).

		<p>2. Describe the achievements and influence of the ancient Greeks on the wider world.</p>	<p>ancient civilisation or society (people, culture, art, politics, hierarchy).</p>		<p>2. Describe some of the greatest achievements of mankind and explain why they are important.</p> <p>3. Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p>
		<p>1. The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.</p> <p>2. The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics,</p>	<p>1. The Viking invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p> <p>2. The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion,</p>	<p>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p>	<p>1. The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p> <p>2. A great achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward;</p>

		<p>science and philosophy and art, architecture and theatre.</p>	<p>inventions and social structures, all of which have influenced the world over the last 5000 years.</p>		<p>rights wrongs and injustices or celebrates the highest attainments of humans.</p> <p>3. Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.</p>
		<p>1. Comparing life in Stone Age, Bronze Age and Iron Age</p> <p>2. Ancient Greece – how they invented democracy and theatre, history of the Olympic Games and how architecture influences modern day buildings (3 separate lessons)</p>	<p>1. Vikings and Anglo-Saxon battles and power struggle over time</p> <p>2. Romans inventions of language, numbers, government, buildings, art work and how this has influenced modern day life.</p>	<p>Pharaohs (the legacy of the Egyptians, analyzing artefacts, Egyptian Gods, burial rituals, role of the Pharaoh, Tutankhamun's tomb)</p>	<p>1. Find out about Mayan civilization, festivals and ceremonial clothing</p> <p>2. Find out about Charles Darwin and why was he so important?</p> <p>3. Look at world leaders at the time of the war</p>

			2. Find out about the Native American Iroquois tribe		including characteristics and beliefs
CREATIVITY					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Report and Conclude					
Present historical information in a simple non-chronological report, fact file, story or biography.	Present historical information in a simple non-chronological report, fact file, story or biography.	Make choices about the best ways to present historical accounts and information.	Present a thoughtful selection of relevant information in a historical report or in-depth study.	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.	Historical information can be presented in a variety of ways. For example, in a non-chronological report , information about a historical topic is presented without organizing it into chronological order.	Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.	Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.	Sources of historical information can have varying degrees of accuracy , depending on who wrote them, when they were written and the perspective of the writer.	Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).

Create a fact file about Rosa Parks.	Non-chronological report about pirates	Leaflet or presentation about the Bronze Age	Labeled diagram of Roman architecture	Analysing sources of Tutankhamun discovery	Sources about the unsinkable Titanic including the different class system on board
Role play a Victorian school day	Fact file about Nelson Mandela	Timeline about Olympic Games	Written description about the Viking and Anglo-Saxon power struggle	Compare propaganda and sources related to moon landing	Compare World War II propaganda and how it differs depending on country.
Communication					
Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	Use the historical terms year, decade and century.	Use historical terms to describe different periods of time. Ask well composed historical questions about aspects of everyday life in ancient periods.	Use more complex historical terms to explain and present historical information.	Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Use abstract terms to express historical ideas and information.
Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago , can be used to describe the passing of time.	A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.	Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE . Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent'	Historical terms include abstract nouns, such as invasion and monarchy .	Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt .	Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice .
Order modes of transport or toys Order events from Mary Anning's life	Understand the Great Fire of London in terms of years, decades, centuries.	Pompeii was destroyed in 79AD Ordering Stone Age to Iron Age on a British timeline	Investigating the invasion of Britain from Anglo-Saxons and Vikings and who the ruling monarchs were.	Understand the British Empire.	Look at images illustrating a range of aspects from Mayan civilization. Learn about

Order dinosaur periods	Life of Nelson Mandela in years e.g. in prison for nearly 3 decades	to present day using AD and BC		Understand how the Tudor monarch treated treason	empire, civilization, invasion and sacrifice.
PLACE					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Local History					
Describe important events in the school's history.	Describe, in simple terms, the importance of local events, people and places.	Analyse a range of historical information to explain how the local area has changed over time.	Describe and explain the impact of a past society on a local settlement or community.	Investigate evidence of invasion and settlement in the locality.	Present an in-depth study of a local town or city, suggesting how to source the required information.
Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.	Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.	National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, result in changes in the local area over time.	A past event or society can impact a local settlement in several ways , including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.	Evidence of invasion and settlement can include buildings, earthworks and other forms of archaeological evidence; place names and family names; primary and secondary sources of information, including documents and artefacts, stories, myths and legends.	Sources of information for a study of a local town or city include primary sources , such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.
Timeline of the school's history	Use photographs and MK Museum to understand	How technology has changed over time in Milton Keynes. E.g. Early	How the Roman road Watling Street has changed over time.	Investigate how land use has changed over time e.g. the expansion of	Understand and explain the significance of

	the history of Stony Stratford.	discovery of Stone Age tools to Starlight Fleet.	Fairfield's street names and school classes named after Roman Gods and Goddesses.	Milton Keynes, Calverton farm etc.	Bletchley Park and code breaking during WWII. Visit Bletchley Park and/or local war memorials.
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MATERIALS

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Artefacts

Use a range of historical artefacts to find out about the past.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.	Make deductions and draw conclusions about the reliability of a historical source or material.	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.	Identify bias in historical source materials.	Ask perceptive questions to evaluate an artefact or historical source. Identify different types of bias in historical sources and explain the impact of that bias.
Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.	Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.	Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. For example, written accounts may be	Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the	Bias is when an author's viewpoint is so strong that the information they produce is unbalanced or prejudiced. Biased sources can contain positive or negative information. Biased sources may also miss out key facts that don't fit with the author's opinion or include incorrect information.	Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does

		biased, depending on the viewpoint of the writer.	owner was poor and unimportant.		the source contain any information that is untrue?' Different types of bias include political, cultural or racial.
Comparing toys by shape and material	Looking at historic buildings in Stony Stratford. Historical sources such as Samuel Pepys' diary.	Cave paintings and what this tells us about Stone Age life Pompeii – Pliny the Elder letters and photographs	Sutton Hoo – analyzing artefacts found and what this tells us about the mystery Analysing Roman ruins, coins, letters tells us how important the person was in society.	What do artefacts tells us about Tutankhamun and Egyptians, what does it not tell us? Analyzing sources about was Henry III a good king	Analyse the effectiveness of sources in WWII including propaganda and letter from soldiers.