



Historian Toolkit



I know

Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
● some similarities and differences between things that happened in the past and things that are happening now. ● that items can tell us about someone or something – a piece of uniform/ clothing/an object for a place or event ● that some events happened before they were born ● what is happening now and next.	● things change over time. ● how to analyse a variety of artifacts/objects to infer about an individual or event ● make reasoned interpretations about why certain artifact/objects may have belonged to certain people or events. ● how to make reasoned interpretations about individuals and events by using a small section of focused sources ● that artifacts give me clues about the past	● what questions to ask to teach me about the past. ● that I should use different artifacts to teach me about the past. ● How to identify a primary and secondary source ● know some sources may be bias and therefore questions their validity ● I must ask questions about objects and events to teach me about the past.	● Identify the effectiveness of sources as evidence ● different types of evidence (sources) I need to build a picture of the past and referenced in a debate ● there may be different versions of the events I have studied and why versions may differ ● how to spot historical bias. ● how to gather and analyse the different types of evidence (sources) to build a picture of the past.

	- the difference between a primary and secondary source - the order of events in my daily life. - how to order key events from the life of a person linked to my topic using time vocabulary first next, then, finally Sequence photographs etc from different periods in time. Sequence events in their life. Compare the same area/ objects/ types of people at diff times in history Describe changes that have happened overtime Use information in books to find answers Answer qs about past using sources/ ask questions	- that historical accounts can be made of facts and opinions - Know that some time periods have limited primary sources and why this may be - Apply my mathematical knowledge to plot events chronologically. (use decades/century) - Evaluate usefulness of diff sources - Compare lives of people in past and present - Investigate a question using a range of evidence/sources <u>Research</u> - Use evidence to build a picture from the past	- Know why there may be different versions of the events I have studied and that this can cause us to question their validity - Apply mathematical knowledge to plot key people and events chronologically. (from a range of periods studied)in relation to other studies. Draw conclusions about an event by studying a range of sources. Describe/ compare people/periods in history Diff evidence will lead to diff conclusions Research Diff evidence will lead to diff conclusions Primary and secondary sources Draw conclusions about an event using a range of sources
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