

Historical Interpretations			
ELG: Understanding the World Past and Present			
EYFS	<ul style="list-style-type: none"> • Talk about the lives of 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. 		
KS1	<p><u>Hygiene</u></p> <p>How did the Great Fire of London spread so quick?</p>	<p>KS1 History National Curriculum</p> <p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • start to compare two versions of a past event; • observe and use pictures, photographs and artefacts to find out about the past; • start to use stories or accounts to distinguish between fact and fiction; • explain that there are different types of evidence and sources that can be used to help represent the past. • discuss reliability of photos and accounts.
LKS2	<p><u>Ancient Egypt</u></p> <p>Can a woman be a ruler of Egypt?</p> <p><u>Ancient Greece</u></p> <p>Who mattered to the Ancient Greeks?</p>	<p>KS2 History National Curriculum</p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • look at more than two versions of the same event or story 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.
UKS2	<p><u>Ancient Egypt</u></p> <p>Who built the pyramids?</p> <p><u>Ancient Greece</u></p> <p>What mattered to the Ancient Greeks?</p>	<p>KS2 History National Curriculum</p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • find and analyse a wide range of evidence about the past; • use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; • consider different ways of checking the accuracy of interpretations of the past; • start to understand the difference between primary and secondary evidence

			<p>and the impact of this on reliability;</p> <ul style="list-style-type: none">• show an awareness of the concept of propaganda;• know that people in the past represent events or ideas in a way that may be to persuade others;• begin to evaluate the usefulness of different sources.• compare accounts of events from different sources and offer some reasons for the different versions of events.
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