

Sources and Evidence			
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>Learie Constantine</u></p> <p>Why is Learie Constantine significant? How does his life compare to Marcus Rashford and Jofra Archer?</p>	<p>KS1 History National Curriculum</p> <p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • observe or handle evidence to ask simple questions about the past; • observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; • choose and select evidence and say how it can be used to find out about the past. • begin to make inferences about the lives of people from the past based on physical evidence.
LKS2	<p><u>Migration- The Slave Trade</u></p> <p>How was Lancashire's cotton industry linked to the slave trade?</p> <p><u>Medicine- The Plague</u></p> <p>Why did the plague of 1666 spread so quickly?</p>	<p>KS2 History National Curriculum</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • explain what is meant by a primary and secondary source. • use a range of primary and secondary sources to find out about the past; • construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; • gather more detail from sources such as maps to build up a clearer picture of the past; • regularly address and sometimes devise own questions to find answers about the past; • begin to undertake their own research.

<p>UKS2</p>	<p><u>Migration- The Slave Trade</u></p> <p>How did the transatlantic slave trade cause migration?</p> <p><u>Medicine- The Plague</u></p> <p>How did the plague impact the population of Eyam?</p>	<p>KS2 History National Curriculum</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • recognise when they are using primary and secondary sources of information to investigate the past; • use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; • select relevant sections of information to address historically valid questions and construct detailed, informed responses; • investigate their own lines of enquiry by posing historically valid questions to answer. • show an awareness of bias and how this impacts our understanding of the past. • bring knowledge gathered from several sources together in a fluent account.
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