

Key question	What is the source? What is the source made from and what can you see?	What do you know about the context of the source? What was happening at the time the source was created? What do you know about this time?	Why might the source be useful? What does the source confirm you thought you knew to be true? Does the source add to your understanding of the context?	What are the limitations of the source? What doesn't the source tell us?	What other questions might we ask? What would a logical further historical enquiry focus on? What happened next in history and how does the source fit into the next part of the story?
Vocabulary	Primary Secondary Photograph Sculpture Painting Diary Newspaper article Poster Propaganda leaflet Artefact Article Speech	Decade Era Ancient Modern Provenance Who? Where? When? Why?	Persuade Inform Entertain Protect Confirm Refute Significance/significant	Limitations Censorship Bias/biased Purpose	Social inequality Medicine through time Technology through time Historical interpretation of the era
Sentence starters	This primary/secondary source is a.... which shows/describes/depicts	At the time of the source,... This is why...	The source is intended to...	The purpose of the source is to... therefore,...	Further investigation could focus on... by asking...

In Year 5 and Year 6, we know that...

Every source is useful, even if it isn't factually accurate. It always tells us something about the time period we are studying.

We use our contextual knowledge to unpick the provenance of the source.

We don't use a revisionist approach. We don't judge the past by modern standards, but learn about the past from a modern perspective.

Key question	What is the source? What is the source made from and what can you see?	What do you know about the 'bigger picture' of the source? What was happening at the time the source was created? What do you know about this time?	Why might the source be useful? What does the source confirm you thought you knew to be true? What extra information have you learnt from the source? What has the source proved to you? Does the source add to your understanding of the context?	What are the limitations of the source? What doesn't the source tell us about?	What other questions might we ask? What would a logical further historical enquiry focus on? What happened next in history and how does the source fit into the next part of the story?
Vocabulary	Primary Secondary Photograph Sculpture Painting Diary Newspaper article Poster Artefact Article	Decade Century Empire Settlement Ancient Modern Who? Where? When? Why?	Confirm Persuade Inform	Limitation(s)	Legacy Social inequality Technology through time Historical interpretation of the era
Sentence starters	This primary/secondary source is a.... which shows/describes/depicts	At the time of the source,... This is why...	The source is intended to... The purpose of the source is to... therefore,...	The source does not tell us...	Further investigation could focus on... by asking...

In Year 3 and Year 4, we know that...

Every source is useful, even if it isn't factually accurate. We know we need to check it against our own knowledge.

We use our contextual knowledge to unpick the bigger picture of the source.

What is seen as fair today didn't always happen in the past. In history, we learn about and from the past.

KS1

Key question	What is the source?	What is in the source that you know about?	Why might the source be useful?	What other questions could we ask?
Vocabulary	Photograph Diary entry Artefact Newspaper article	Time period	Useful Helpful Proves	Enquiry
Sentence starters	The source is a ____ which shows ____.	At the time, ____.	The source proves ____.	We could ask why/if/when/what ____.

In Year 1 and Year 2, we know that...

A source is a helpful way to learn about the past.

A source encourages us to ask more questions and find out more about the past.

A source can prove things we already know and can add to our understanding.

FS2

Key question	What can we see?	What is happening?	What is its job?	What is it made from?	Is it old or new?	What other questions could we ask?
Vocabulary	Photograph Artefact	Similar Different		[Materials] [Textures] [Colours]	A long time ago New Past Present Now Future Then	Change Different Future
Sentence starters	We can see a/some...					Why is...? When did...?

In FS2, we know that...

Artefacts and photographs from the past help us to learn about what life was like.

We can look for things that are different and the same between the past and the present.

We can ask our own questions about the sources we use.