

## Interpretation

EYFS	<p>Begin to make sense of their own life history and their family's history.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Know some similarities and different between things in the past and now, drawing on their experiences and what has been read in class.</p>
Y1	<p>Begin to identify different ways to interpret the past (e.g. photos, stories, objects/artefacts, adults talking about the past)</p>
Y2	<p>Compare pictures or photographs of people or events from the past.</p> <p>Identify different ways to represent the past.</p>
Y3	<p>Discuss how different periods of time compare and contrast with today.</p>
Y4	<p>Understand that different versions of the past may exist.</p> <p>Compare different sources of evidence available.</p> <p>Begin to evaluate the usefulness of the sources.</p> <p>Use a range of books and texts to develop historical knowledge.</p> <p>Offer a reasonable explanation as to why historical events occurred.</p>
Y5	<p>Explain the difference between fact, fiction and opinion</p> <p>Understand that different versions of the past may exist</p> <p>Compare accounts of the same event from different sources</p> <p>Begin to offer reasons for different accounts/versions of events</p> <p>Begin to identify bias</p>
Y6	<p>Discuss validity of sources</p> <p>Consider ways of checking the accuracy of sources and interpretations</p> <p>Identify different reasons for bias</p>