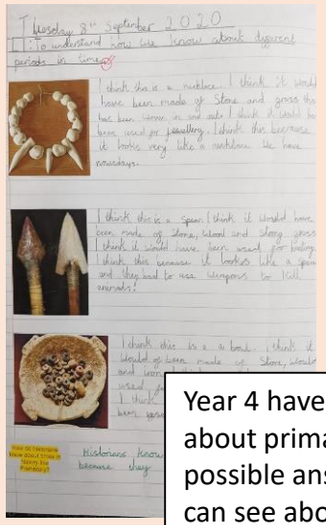
History

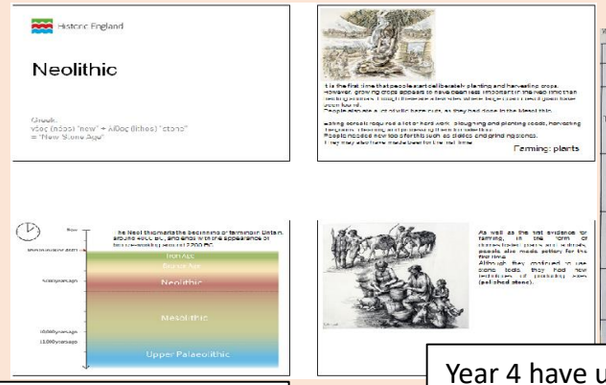
Using historical sources

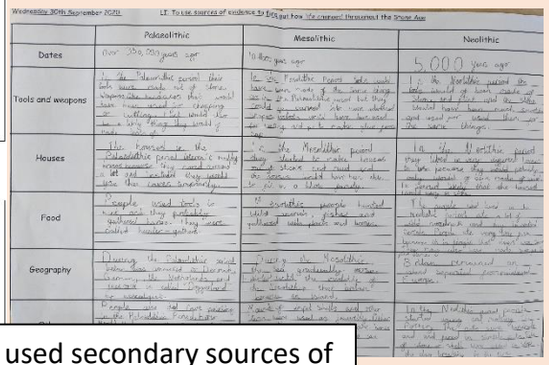
Primary sources are produced by participants of direct observers of an event or period of time. They include the physical object (such as artefacts we visit at museums) or digital copies (such as photos of artefacts or scans of letters written by a person in history).

Secondary sources include books, articles and encyclopaedias written about a topic by somebody that was not present at that time e.g. an encyclopaedia about Ancient Greece.

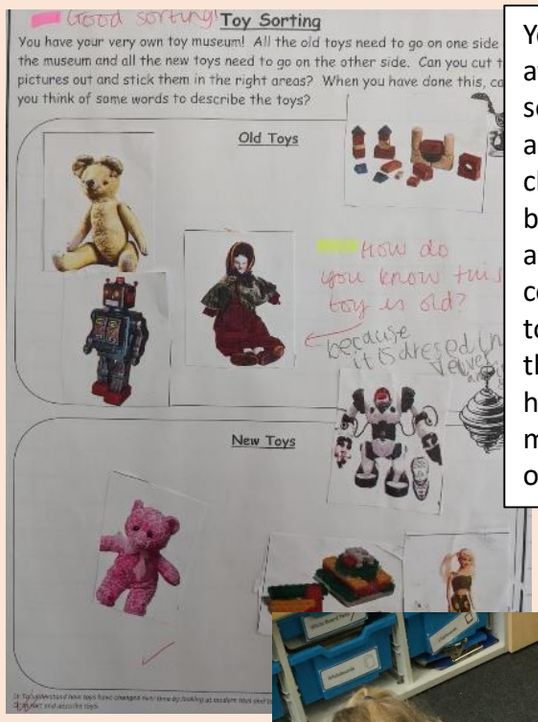


Year 4 have been asking questions about primary sources and suggesting possible answers based on what they can see about the artefacts.

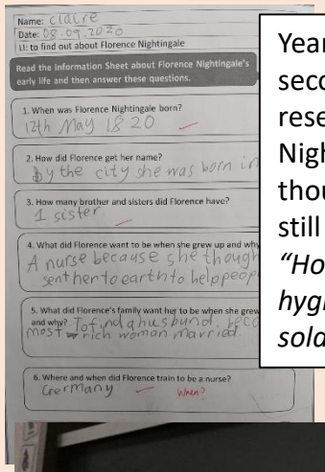




Year 4 have used secondary sources of information to consider how different aspects of society changed across the Palaeolithic, Mesolithic and Neolithic ages.

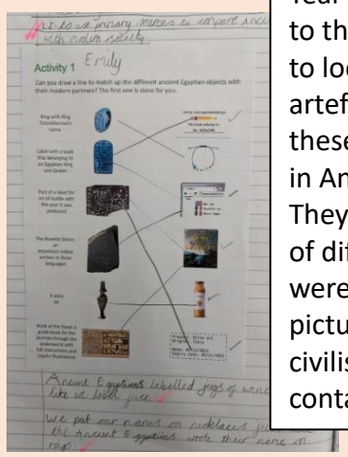


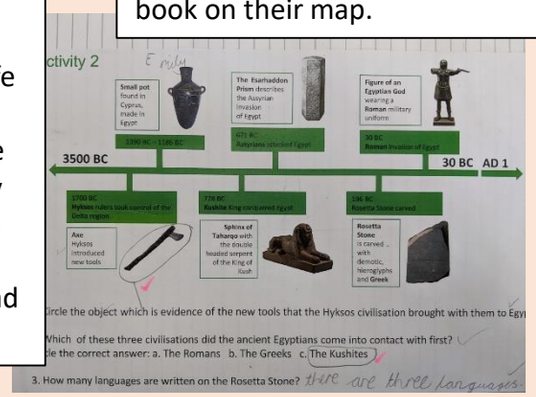
Year 1 have been looking at primary sources and sorting the toys into old and new based on their characteristics. They have been developing their awareness of the past by comparing their modern toys with the old toys and thinking of questions they have for people who might have used these older toys.



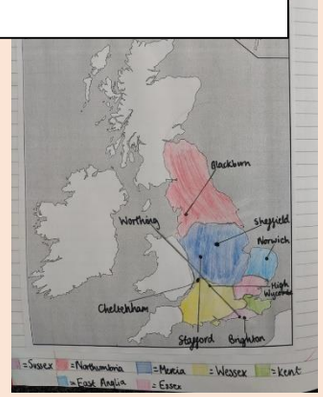
Year 2 have been using secondary sources to research Florence Nightingale's life. They then thought of questions they still want to answer such as *"How did Florence get the hygiene things to the soldiers"*?

Year 3 have taken part in a virtual trip to the British Museum and were able to look at some of the 8 million artefacts in the museum. They used these primary sources to compare life in Ancient Egypt with modern times. They also learned about how the age of different artefacts and where they were found help historians to build a picture of which other ancient civilisations the Ancient Egyptians had contact with.





Year 5 have been using digital copies of primary sources to identify place names with Anglo-Saxon origins. To do this they used the online version of the Domesday Book and created a map depicting the Anglo-Saxon kingdoms. They labelled the places they found in the Domesday book on their map.



Reception have created their own "Precious Boxes". They thought about their own past and what was important to them and put these into a box to show and talk to the class about.