

The Importance of Utilising Primary and Secondary Source Documents in History. New Zealand

In the Early Primary years this may involve identifying material: such as
'Who wrote this? What does it say? When, where, why was this written/produced?'

Year 6

- By the end of Year 6, students are able to identify **primary and secondary sources** and use them to make comparisons. Students sequence past events accurately and use sources to communicate their knowledge and understanding of history. When inquiring into the past, students distinguish between primary and secondary sources.

Year 7

- Students consider broad inquiry questions focussing on a **range of sources, primary and secondary**, used by historians to inquire into, and find out about, the past.

Year 9

- By the end of Year 9, students are able to interrogate **primary and secondary sources** with consideration of origin, purpose, context and usefulness. When inquiring into the past, students investigate a range of sources to develop an interpretation about the past, independently. They refer to information from a variety of viewpoints and connect similar ideas to form and support an interpretation.

Year 10

- When inquiring about the past, students consider issues of reliability and usefulness when selecting sources and synthesise evidence by cross-referencing the detail of **a range of sources**.