

Whitegate Primary and Nursery School  
Progression Map  
History



Developing History at Whitegate

At Whitegate we follow the guidance of the national curriculum however, we make some alterations to suit our context and overall intent. In short, we match the curriculum but exceed the breadth. Technology is used to enhance the learning and as a further tool for engagement and our 'Big 5' question approach develops an enquiry-based approach. We want to encourage children to become enlightened and think deeper.

We plan carefully for progression in both knowledge and skills from EYFS to Year 6.

At Whitegate, we want our children to be inquisitive individuals who question and are motivated to engage in their next stage of learning. They leave us with a strong foundational knowledge that can be built upon.

The children learn from the past and understand the important of not replicating mistakes from it. They understand that the past makes a difference to the future and that their actions today will affect the future of others. They have knowledge, not just of Britain's past, but that of the wider world.

# National Curriculum

## History Programme of Study

### Purpose:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, **chronological** narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a **historically grounded understanding of abstract terms** such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand **historical concepts** such as **continuity and change**, **cause and consequence**, **similarity**, **difference** and **significance**, and use them to **make connections, draw contrasts, analyse trends, frame historically-valid questions** and create their own **structured accounts, including written narratives and analyses**
- understand the methods of **historical enquiry**, including how **evidence** is used rigorously to make historical claims, and discern how and why contrasting arguments and **interpretations** of the past have been constructed
- gain **historical perspective** by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales



Developing temporal understanding to provide a sense of time.

| Historical Perspective  |  |  |  |
|---|--|--|--|
| <i>History is the study of the past and can help to explain our present and our future.<br/>We want young people to gain an increasingly mature and informed historical perspective on their world.</i> |  |  |  |
| <b>Declarative Knowledge</b><br>- Knowledge and understanding of times and places of the past   |  | <b>Procedural Knowledge</b><br>- Thinking and working like a historian |  |
| <b>Chronological knowledge/understanding</b><br>(including characteristic features of periods)<br><b>Historical Terms</b>   |  | <b>Historical Concepts</b>   | <b>Historical Enquiry Interpretations of history</b> |
|   |  | <b>Using evidence / communicating ideas</b>                            |  |






# Working like a historian at Whitegate

## Developing Knowledge and Understanding:

Through the study of history, we aim for children to build coherent knowledge and understanding of **Characteristics, Chronology and Influences** :

- Local History
- British History
- World History

## Key Abstract Terms:

- Democracy 
- Empire 
- Civilisation 
- Parliament

## Thinking and working as a Historian:

### Key Historical Concepts:



Chronology



Interpretation



Significance



Cause and Effect



Similarities and Difference



Source Enquiry

### Historical Skills:

#### Formulate arguments



Break away from binary thinking: reasoning using facts and evidence

#### Explore Consequences

Can be positive and negative



#### Identifying lines of enquiry

Threads are shared for you to pull.

Musicians take the same notes and translate to different tunes like Historians. Being a historian is being a detective.

#### Develop Cultural Capital



Knowledge is sticky! We should be developing background knowledge to create a depth of understanding about the past.

#### Gain historical perspective:

Cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

# Sequencing learning in History

**Always** engage children in a valid historical enquiry or puzzling key question through which the learning grows over the sequence of lessons.  
**Sometimes**, objectives will relate to pupils devising their own enquiry questions and ways of tackling them.



## Historical Enquiry

**Always** include objectives for building **knowledge of all aspects shown here.**

*This knowledge will relate to the period being studied while reinforcing knowledge from earlier work*



- Knowledge of:**
- People, events, situations and developments
  - Chronology and characteristic features
  - Historical terms

- Understanding of:**
- Evidence
  - Interpretation
  - Cause
  - Change
  - Similarity/Difference
  - Significance



Within any sequence of lessons, **always** include objectives for developing pupils' **understanding of** (usually) **one or two of the listed elements.**

Your selection and precise focus for this will be reflective in the key question.

## Communication



**Always** require pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence.

**Sometimes** your objectives will relate to helping pupils to communicate clearly. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively.

# Foundation 1

| Chronology – Constructing the past   | Chronology – Sequencing the past  |
|--|---|
| <p>Listens to stories with increasing attention and recall.</p> <p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> | <p>Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</p> <p>Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</p> <p>Developing an understanding of changes over time.</p> |

| Significance and Interpretation   | Cause and Effect | Similarities and Differences | Source Enquiry  |
|---|------------------|------------------------------|---|
| <p>Beginning to understand ‘why’ and ‘how’ questions.</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> |                  |                              | <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Knows information can be relayed in the form of print.</p> <p>Knows that information can be retrieved from computers</p> |

| Historical Enquiry               | Organisation and Communication  |
|----------------------------------|---|
| <p><i>See source enquiry</i></p> | <p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> <li>• Uses imaginary play in the role play and small world area to recreate scenes about the past- either from their own history or historic events that they have learnt about.</li> <li>• Class discussions</li> </ul> |

## Foundation 2

| <b>Chronology – Constructing the past</b>   | <b>Chronology – Sequencing the past</b>  |
|---|--|
| <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Measures short periods of time in simple ways.</p> <p>Creates simple representations of events, people and objects.</p> | <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Orders and sequences familiar events.</p> <p>Uses everyday language related to time.</p> |

| <b>Significance and Interpretation</b>   | <b>Cause and Effect</b>  | <b>Similarities and Differences</b>  | <b>Source Enquiry</b>  |
|--|--|--|--|
| <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p> | <p>Can develop their own narratives and explanations by connecting ideas and events.</p> | <p>Children can make comments to what they hear- discuss photos of Clifton in the past</p> <p>Looks closely at similarities, differences, patterns and change- discuss that life hasn't always been the same</p> | <p>Knows that information can be retrieved from books and computers.</p> |

| <b>Historical Enquiry</b>        | <b>Organisation and Communication</b>   |
|----------------------------------|---|
| <p><i>See source enquiry</i></p> | <p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> <li>• Uses imaginary play in the role play and small world area to recreate scenes about the past- either from their own history or historic events that they have learnt about.</li> <li>• Class discussions</li> <li>• Discussions around photos and/or artefacts from the past- eg: photos of Clifton from the past.</li> </ul> |

# Year 1

| Chronology – Constructing the past  | Chronology – Sequencing the past  |
|---|---|
| <ul style="list-style-type: none"> <li>• Explain how they have changed since they were born</li> <li>• Know that some objects belonged to the past and what they were used for</li> <li>• Retell a familiar story set in the past</li> <li>• Understand that we celebrate certain events because of what happened many years ago e.g. bonfire night etc.</li> <li>• Understand that we have a queen who rules us and that Britain has had a king or queen for many years</li> </ul> | <ul style="list-style-type: none"> <li>• Organise a number of artefacts by age</li> <li>• Use words and phrases like: old, new and a long time ago</li> </ul> |

| Significance and Interpretation   | Cause and Effect | Similarities and Differences   | Source Enquiry  |
|---|------------------|--|---|
| <ul style="list-style-type: none"> <li>• Name a famous person from the past and explain why they are famous</li> <li>• Know the name of a locally historically famous person, or a famous place and explain why they are famous</li> <li>• Use stories to distinguish between fact and fiction</li> </ul> |                  | <ul style="list-style-type: none"> <li>• Know that the toys their grandparents played with were different to their own</li> <li>• Know the main differences between their school days and that of their grandparents</li> <li>• Describe the main differences between old and new objects</li> </ul> | <ul style="list-style-type: none"> <li>• Ask and answer questions about old and new objects</li> <li>• Answer questions using an artefact/photograph</li> </ul> |

| Historical Enquiry               | Organisation and Communication   |
|----------------------------------|--|
| <p><i>See source enquiry</i></p> | <ul style="list-style-type: none"> <li>• Communicate their knowledge through:</li> <li>• Discussion</li> <li>• Drawing Pictures</li> <li>• Drama/Role Play</li> <li>• Making Models</li> <li>• Writing</li> <li>• Using ICT</li> </ul> |

# Year 2

## Chronology – Constructing the past

- Know and recount facts about an event or events that happened a long time ago, even before their grandparents were born.
- Explain why Britain has a special history by naming some famous events and some famous people.
- Explain what is meant by Parliament
- Explain what is meant by a democracy and why this is a good thing

## Chronology – Sequencing the past

- Sequence a set of events in chronological order and give reasons for their order
- Use the words past and present accurately
- Use words and phrases like: before, after, past, present, then and now in their historical learning

## Significance and Interpretation

- Recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later
- Know about a famous person from the past from outside the UK and explain why they are famous
- Compare 2 versions of a past event
- Discuss reliability of photos/accounts/stories

## Cause and Effect

- Explain why someone from the past acted in the way they did

## Similarities and Differences

- Identify similarities and differences between ways of life at different times
- Know that children's lives today are different to those of children a long time ago
- Know how the local area is different to the way it used to be a long time ago

## Source Enquiry

- Know what we use today instead of a number of older given artefacts
- Differentiate between things that were here 100 years ago and things that were not (including buildings, toys, tools etc)

## Historical Enquiry

- Find out something about the past by talking to an older person
- Answer questions using a specific source such as an information book
- Research the life of a famous person from the past and use different resources to help them
- Research about a famous event that happens in Britain and why it has been happening for some time

## Organisation and Communication

- Communicate their knowledge through:
  - Discussion
  - Drawing Pictures
  - Drama/Role Play
  - Making Models
  - Writing
  - Using ICT

# Year 3

| Chronology – Constructing the past   | Chronology – Sequencing the past   |
|--|--|
| <ul style="list-style-type: none"> <li>• Describe events and periods from the past</li> <li>• Find out about everyday lives of people in the time studied</li> <li>• Recognise that Britain has been invaded by several different groups over time</li> <li>• Begin to picture what life would have been like for the early settlers</li> <li>• Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</li> <li>• Realise that invaders in the past would have fought fiercely, using hand to hand combat</li> </ul> | <ul style="list-style-type: none"> <li>• Use a timeline within a specific time in history to set out the order things may have happened</li> <li>• Sequence events or artefacts</li> <li>• Use the words: ancient, century, BC, AD and decade</li> <li>• Use dates within their descriptions of historical events</li> </ul> |

| Significance and Interpretation  | Cause and Effect  | Similarities and Differences  | Source Enquiry  |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Compare different versions of the same story</li> <li>• Explain how events from the past have helped to shape our lives.</li> </ul> | <ul style="list-style-type: none"> <li>• Suggest why certain people acted as they did in history</li> <li>• Understand why people from history may have wanted to do something</li> <li>• Suggest why certain events happened as they did in history</li> </ul> | <ul style="list-style-type: none"> <li>• Compare the lives of people from the past with their lives</li> <li>• Appreciate that the early Brits would not have communicated as we do or have eaten as we do</li> <li>• Through research, identify similarities and differences between periods in history</li> </ul> | <ul style="list-style-type: none"> <li>• Look at representations of the period – museums, cartoons etc.</li> <li>• Identify and give reasons for different ways in which the past is represented</li> <li>• Use a range of sources to find out about a period</li> <li>• Recognise the part that archaeologists have had in helping us understand more about what happened in the past</li> </ul> |

| Historical Enquiry  | Organisation and Communication   |
|---|--|
| <ul style="list-style-type: none"> <li>• Use various sources of evidence to answer questions</li> <li>• Use various sources to piece together information about a period in history</li> <li>• Research a specific event from the past</li> </ul> | <ul style="list-style-type: none"> <li>• Communicate their knowledge through:               <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Drawing Pictures</li> <li>• Drama/Role Play</li> <li>• Making Models</li> <li>• Writing</li> <li>• Using ICT</li> </ul> </li> </ul> |

# Year 4

| Chronology – Constructing the past   | Chronology – Sequencing the past   |
|--|--|
| <ul style="list-style-type: none"> <li>• Describe events and periods from the past</li> <li>• Find out about everyday lives of people in the time studied</li> <li>• Recognise that Britain has been invaded by several different groups over time</li> <li>• Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</li> <li>• Realise that invaders in the past would have fought fiercely, using hand to hand combat</li> <li>• Begin to recognise and quantify the different periods that exist between different groups that invaded Britain</li> </ul> | <ul style="list-style-type: none"> <li>• Plot recent history on a timeline using centuries.</li> <li>• Place periods of history on a timeline showing periods of time</li> <li>• Understand and use the words: ancient, century, decade, BC, AD and use them within their descriptions of historical events</li> </ul> |

| Significance and Interpretation  | Cause and Effect  | Similarities and Differences  | Source Enquiry   |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• Research two versions of an event and say how they are different</li> </ul> | <ul style="list-style-type: none"> <li>• Look for links and effects in the times studied</li> <li>• Offer a reasonable explanation for some events</li> </ul> | <ul style="list-style-type: none"> <li>• Make comparisons between the lives of people within the time period studied e.g. that the lives of wealthy people were very different from those of poor people</li> </ul> | <ul style="list-style-type: none"> <li>• Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li> <li>• Begin to evaluate the usefulness of different sources</li> </ul> |

| Historical Enquiry   | Organisation and Communication   |
|--|--|
| <ul style="list-style-type: none"> <li>• Give more than one reason to support a historical argument</li> <li>• Communicate knowledge and understanding orally in writing and offer points of view based on what they have found out</li> <li>• Use evidence within their historical explanations</li> <li>• Ask a variety of questions</li> <li>• Use non-fiction books and the internet for research</li> </ul> | <ul style="list-style-type: none"> <li>• Recall, select and organise historical information</li> <li>• Communicate their knowledge and understanding through:             <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Drawing Pictures</li> <li>• Drama/Role Play</li> <li>• Making Models</li> <li>• Writing</li> <li>• Using ICT</li> </ul> </li> </ul> |

# Year 5

| Chronology – Constructing the past   | Chronology – Sequencing the past  |
|--|---|
| <ul style="list-style-type: none"> <li>• Find out about everyday lives of people in the time studied</li> <li>• Describe historical events from the periods studied.</li> <li>• Appreciate that how we make decisions has been through a Parliament for some time</li> </ul> | <ul style="list-style-type: none"> <li>• Use dates and historical language in their work</li> <li>• Draw a timeline with different time periods outlined</li> <li>• Create timelines which outline the developments within a period of time such as medicine weaponry, transport etc.</li> <li>• Describe how a key feature within the period being studied has changed over the years</li> </ul> |

| Significance and Interpretation  | Cause and Effect   | Similarities and Differences  | Source Enquiry  |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>• Describe how significant events in history have shaped the country we have today.</li> <li>• Compare accounts of events from different sources – fact or fiction</li> <li>• Look at sources and say how the author might be attempting to persuade or give a specific viewpoint</li> <li>• Offer some reasons for different versions of events</li> <li>• Identify and explain their understanding of propaganda</li> </ul> | <ul style="list-style-type: none"> <li>• Examine the cause and effects of great events and their impact on people</li> </ul> | <ul style="list-style-type: none"> <li>• Make comparisons between historical periods; explaining things that have changed and some things which have stayed the same</li> <li>• Study different aspects of different people e.g. rich and poor/ men and women</li> <li>• Compare life in the early and late 'times' that are studied</li> </ul> | <ul style="list-style-type: none"> <li>• Appreciate how historical artefacts have helped us understand more about British lives in the present and pas</li> <li>• Begin to identify primary and secondary sources</li> <li>•</li> </ul> |

| Historical Enquiry   | Organisation and Communication   |
|--|--|
| <ul style="list-style-type: none"> <li>• Use books and the internet for research with increasing confidence</li> <li>• Use evidence to build up a picture of a past event</li> </ul> | <ul style="list-style-type: none"> <li>• Recall, select and organise historical information</li> <li>• Communicate their knowledge and understanding through:               <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Drawing Pictures</li> <li>• Drama/Role Play</li> <li>• Making Models</li> <li>• Writing</li> <li>• Using ICT</li> </ul> </li> </ul> |

# Year 6

| Chronology – Constructing the past  | Chronology – Sequencing the past   |
|---|--|
| <ul style="list-style-type: none"> <li>Summarise the main events from a specific period in history, explaining the order in which key events happened</li> <li>Describe features of historical events and people from past societies and periods they have studied</li> <li>Describe a key event from Britain's past using a range of evidence from different sources</li> <li>Know key dates, characters and events of time studied</li> </ul> | <ul style="list-style-type: none"> <li>Say where a period of history fits on a timeline</li> <li>Place specific events on a timeline by decade</li> <li>Place features of historical events and people from past societies and periods in a chronological framework</li> </ul> |

| Significance and Interpretation   | Cause and Effect   | Similarities and Differences  | Source Enquiry   |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>Summarise how Britain has had a major influence on world history</li> <li>Summarise what Britain may have learnt from other countries and civilizations through times gone by and more recently</li> <li>Look at two different versions and say how the author might be attempting to persuade or give a specific viewpoint</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> </ul> | <ul style="list-style-type: none"> <li>Examine the cause and effects of great events and their impact on people</li> </ul> | <ul style="list-style-type: none"> <li>Recognise and describe differences and similarities between different periods of history</li> <li>Recognise changes and continuity between different periods of history</li> </ul> | <ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at</li> <li>Recognise primary and secondary sources</li> </ul> |

| Historical Enquiry  | Organisation and Communication   |
|---|--|
| <ul style="list-style-type: none"> <li>Confidently use books and the internet for research</li> <li>Use a range of sources to find out about the past</li> <li>Bring knowledge gathered from several sources together in a fluid account</li> </ul> | <ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their knowledge and understanding through:               <ul style="list-style-type: none"> <li>Discussion</li> <li>Drawing Pictures</li> <li>Drama/Role Play</li> <li>Making Models</li> <li>Writing</li> <li>Using ICT</li> </ul> </li> </ul> |

## History Glossary

| Key Term                                       | Definition  |
|--|---|
| Annotated timeline                             | A timeline with annotation to depict the chronology, such as dates.   |
| Cause and effect                               | Why things happened in history, why people did what they did and what the results were.   |
| Change and development                         | Recognising similarities, differences, changes and developments.  |
| Comment  | Some analysis that demonstrates knowledge or historical understanding rather than just paraphrasing what the children have in front of them.  |
| Complex sources                                | A range of sources that include more than short extracts, enabling children to search for relevant evidence.  |
| Constructing the past                          | Building up a greater knowledge of events, themes, periods, societies, individuals and situations.  |
| Context  | The wider historical picture or background, such as the national dimension to a local event.  |
| Dimensions                                     | Aspects of a theme, development, society or event, such as political, social, economic or cultural.   |
| Events   | Largely specific occurrences, such as wars, plagues.  |
| Family history                                 | Specifically own family, but could be others'.  |
| Global history                                 | International – beyond the British Isles.   |
| Historical enquiries                           | Usually an open-ended investigation involving more than one source.   |
| Independently                                  | Pupils showing initiative and confidence to work with minimal or no guidance on the specific task.  |
| Key vocabulary                                 | The Voyager units each contain a list of key vocabulary, but different subject-specific terminology could be used.  |
| Local history                                  | The history of an area or region.   |
| National history                               | The history of what constitutes the United Kingdom.   |
| Overview                                       | Portraying the general features that provide a broad grasp of the key historical issues of the theme, topic or unit but without the details.  |
| Planning and carrying out a historical enquiry | The various activities involved in answering historical questions and carrying out an enquiry, including devising questions; locating and selecting different sources of evidence; using this evidence effectively to produce clear and effective responses in a variety of appropriate formats; using relevant terms and vocabulary; and the ability to judge the work and suggest ways in which it might be developed or improved. The progression statements look at some aspects separately as well as a complete activity. |
| Sequencing the past                            | Recognising the chronological order of history and the links between historical periods to gain a sense of time and a map of the past.  |
| Significance and interpretations               | What was seen as important at the time and later, and how it is possible to view history from different perspectives.   |
| Situations                                     | A description of a static state of affairs, such as a geographical description of Egypt.  |
| Substantiated                                  | An opinion or judgement backed up with a piece of historical content or a source reference.   |
| Themes   | A study of a specific aspect over a period of time, such as leisure, education, medicine.   |

|                            |   |
|----------------------------|---|
| Time periods               | Usually an extended period of time or era that can require collating information across more than one topic.  |
| Typical                    | Recognising whether something was commonplace or followed the usual pattern.  |
| Using sources as evidence  | Using and evaluating sources when answering a historical question or carrying out an investigation.   |
| Valid historical questions | Those that are worthwhile in eliciting historical knowledge and understanding rather than more generic information such as general comprehension, numeracy and observation. |

|                   |  |
|-------------------|--|
| BC                | Before Christ; the number of years before Jesus was born. 33 BC would mean 33 years before Christ was born.  |
| AD                | Anno Domini, Latin for 'Year of our Lord'. AD 45 would be 45 years after the birth of Christ.  |
| Chronology        | Arranging dates or events in the order they happened.  |
| Sources           | In looking at historical evidence, we look at sources. There are different types of sources: primary and secondary.  |
| Primary Sources   | These sources are from the time of the event in question. They are direct evidence from eye witnesses who were there at the time of the event. A primary source can be in many forms, such as a letter, report, diary, memoir, artefact or work of art. Primary sources can be very useful in understanding how people felt at the time of an event. |
| Secondary Sources | These sources are not from the time of the event in question. These sources may be compiled after the writer has studied primary sources, and completed with the benefit of hindsight. A secondary source can be a textbook, painting or any written evidence done after the event.  |
| Provenance        | The provenance of a source tells us who wrote a source, when they wrote it and for what purpose. We have to look at the provenance of a source to get a better understanding of how useful and reliable it is. A source written by an eyewitness may be biased, depending on what their personal objectives and opinions were at the time.           |