

## History Procedural Knowledge Map

### Chronology:

**To Place information in chronological order (place it)**

**To create a chronological narrative (talk it)**

**EYFS: To know and use phrases of passing time: yesterday, then, now, present, past.**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>To create a chronological narrative</b>	To know and use phases of passing of time. E.g. yesterday / today (talk it)	To use words such as: 10 years ago, 100 years ago, 1000 years ago, 50 years ago to communicate facts / comparisons.	Know how to read and say dates of years (1066 – would be 10,66 not 1 thousand and 66)	To communicate the passing of time using accurate vocabulary (centuries, decades, over 1000 years)	Narrate comparisons within the same period of time studied	Create a chronological narrative bridging historical themes (rich / poor / beliefs)
	Use time language such as: a long time ago; before I was born / when my grandad was little (talk it)					
	Use words and phrases in context to compare objects / events or people. (talk it)		Summarise information to capture key events and dates.	Narrate historical information by using the term eras or referencing historical events (During the Roman Era, Shortly after the Lindisfarne invasion)	Narrate comparison across 2 periods of time	
<b>Li: To Place information in chronological order</b>	To place two objects / images into time order using now and then	To use knowledge of the past and present to place objects / people / facts or events in sequential order. (3-5 things)	Place events across the AD BCE divide	Retrieve and explain information from a time line	To represent lengths of time between events on a accurately time line (items placed closely together for consecutive dates, empty space to indicate 100 years passing)	Research evidence to create a layered timeline
			To know that the historical timeline doesn't have 0.	Deduce information from a time line to		
		Place given information accurately on a timeline	Place summarised information on a time line in the correct order.	Place periods of time accurately on a time	To represent given information as a layered timeline	

## History Procedural Knowledge Map

				Narrate forwards and backwards over time to present information		
<b>Sources:</b> <b>To use sources to learn about the past</b> <b>EYFS: With support, gain information from sources</b>						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Retrieve information from a given source	Identify if a source can answer a question	Select a source to provide specific information	Combine sources to extract historical information	Recognise that some sources are more appropriate than others when representing particular information	Question the reliability of a source	
To identify facts that they can retrieve from a given source	Explain why a source can / cannot answer a question	Know what different sources can teach us about the same event / person	Know that a secondary source (painting, newspaper report) is an interpretation after an event.	Explain why the same resource could have different representations	Know how bias can change the way history is recorded	
Name different sources	Compare information that can be retrieved from different sources (2)	Use term primary source to describe a 1 <sup>st</sup> hand account	Compare how a person / event has been represented To compare different viewpoints of the same event	To know what should be a reliable source of a historical event / person and what could be an unreliable source.	To know how beliefs change the way an event is recorded	
	To know black and white photos do not always mean it is old	he term secondary source				
	To know the difference between fact and fiction	To know the difference between opinion and fact				

## History Procedural Knowledge Map

<b>Similarities / difference: To identify similarities and differences EYFS: What is the same and what is different</b>			<b>Cause and Consequence: To identify the cause and consequence of an action or event</b>		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To say what is the same	To identify similarities and differences within a theme of the same period of time (wealth - rich and poor)	To identify similarities and differences in the ways of life between then and then (Celts vs Roman army)	Explain what caused an event or action from a person	To identify continuity and change within a period	Identify trends within a period
To say what is different	To identify similarities and differences within a theme of the same period of time (wealth - rich and poor)		Explain the immediate consequences	Give reasons for aspects of life to change or continue	Identify trends across a whole period of time
(within living memory)	Explain a reason for the similarities and differences		Apply their wider knowledge of the time / event to inform their comparison / explanation		Analyse trends
To identify changes between now and then					Make inferences from trends identified

## History Procedural Knowledge Map

**Significant people and events:**  
**To know and explain significant events in history**  
**To know explain the actions / choices of people in history**  
**EYFS: To begin to understand why some events are remembered**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify key features that make an event significant		Explain the impact / effect of a significant event	Explain the sustained impact of an individual event (same era of time)	To know how significant events can impact the world	To debate achievement of Mankind
Identify key actions that make a person significant		Explain the impact / effect of the significant person's action	Explain the sustained impact of a person's actions (same era of time)	To know how actions / decisions of a significant person can impact the world	To debate follies of Mankind
Explain what caused the significant event / action				To know how the decisions of a person can change the course of history	

## History Procedural Knowledge Map

**Questions:  
To ask historical questions  
EYFS: To ask questions**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To ask what questions find out historical information	To ask did and do questions to seek new information	To use known facts to ask linked questions e.g. I know Caesar invaded England, so... How did Caesar travel here?		To ask historical questions to seek information on change	To ask probing questions to seek challenging answers
To ask when questions find out historical information	To ask how and where questions to seek new information	Ask questions about specific historical categories Such as: Life, beliefs, language, actions (these should then be a basis for enquiry)		To ask historical questions to seek information on cause	To question the reliability of information
To ask why questions to find out historical information	To ask questions to identify similarities and differences			To ask historical questions to seek information on significance	To question the reliability of information due to personal bias

## History Procedural Knowledge Map

**Presenting learning:**  
**To construct informed responses by selecting and organising historical information**  
**EYFS: Capturing learning through photos, observations, play, drawings and words.**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To retell key events	To use parts of a <i>story</i> to retrieve and represent historical information	Select key facts to create their own historical account of an event (reduced choice given)	Select relevant historical information from independent research	Effectively organise historical facts to ensure information is cohesive	
To capture keywords	Repeat above for other sources such as <i>trips / visitors / texts / film / photos</i>	Select key facts to create their own historical account of an action (reduced choice given)	To represent historical information through : 1. Images – paint / draw 2. Writing opportunities 3. re-enactments 4. photography / film (teacher directed)	To choose an effective method to communicate historical information drawing on knowledge of sources	
To write simple factual sentences	Retell events in correct sequence			To reflect knowledge via an array of appropriate sources	