



Procedural Knowledge in History at St Luke's RC Primary School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Begin to answer questions about what happens next and what happened in the past.</p> <ul style="list-style-type: none"> Use words like past, yesterday, next, tomorrow. 	<p>Recognise the difference between present and past in their own and other people's lives.</p> <ul style="list-style-type: none"> Place vehicles on a timeline in chronological order. Can they discuss how you know how old each vehicle is? Place nurses and nursing events on a timeline in chronological order Place toys on a timeline in the chronology in which they were played with. Use words and phrases such as old, new, before (I was born), past, present, then, now, a long time ago 	<p>Show their developing sense of chronology by using terms concerned with the passing of time.</p> <ul style="list-style-type: none"> Sequence events on a timeline Know the events of the Great Fire of London and be able to order them in time order Use words and phrases such as old, new, before (I was born), past, present, then, now, a long time ago 	<p>Show their developing understanding of chronology by their realisation that the past can be divided into different periods of time.</p> <ul style="list-style-type: none"> Sequence events on a timeline Sequence periods of History Use language related to chronology – interval, duration, sequence, BC/BCE, AD/CE Compare what was happening in the Egyptian civilisation with what was happening in Britain at the same time. 	<p>Show their increasing understanding of chronology by recognising that the past can be divided into different periods of time.</p> <ul style="list-style-type: none"> Explain how Britain changed during Roman Britain using a timeline to help (e.g. explain how the Roman invasion brought an end to the Iron Age) Places events on a timeline using dates Place the chronology of the Greek civilisation on a time line with a chronology of Britain. Where are the overlaps? Examine the timeline of the Greek civilisation. Consider when there was rapid 	<p>Begin to show factual knowledge and understanding of aspects of the history of Britain.</p> <ul style="list-style-type: none"> Place events on a timeline using dates. Is there any overlap with any other units of History covered? 	<p>Show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <ul style="list-style-type: none"> Place events on a timeline using dates. Is there any overlap with any other units of History covered?

					change and when there was very little change.		
Knowledge and understanding of events, people and changes in the past	<p>Children begin to identify things from their past, and think about how things have changed as they have grown.</p> <ul style="list-style-type: none"> Identify things that they used in the past as a baby and what they use now (e.g. toys, dummy nappy etc.) 	<p>Know and recount stories about the past.</p> <ul style="list-style-type: none"> Identify and describe significant nurses and events in History 	<p>Show knowledge and understanding of some of the main events and people they have studied.</p> <ul style="list-style-type: none"> Identify and describe significant events and how they are remembered Know who Walter Tull was To know that King Charles II was the king at the time of the Great Fire of London To know the events of the Great Fire of London To know the significant figure Samuel Pepys 	<p>Show knowledge and understanding of some of the main events, people and changes studied.</p> <ul style="list-style-type: none"> Describe why people chose to settle in certain areas of ancient Egypt Describe what life was like for different groups of people in ancient Egypt Identify significant figures that helped improve transportation in Greater Manchester Describe how the Bridgewater Canal helped improve transportation 	<p>Begin to give a few reasons for, and results of, the main events and changes.</p> <ul style="list-style-type: none"> Describe what life was like for all people in Roman Britain Explain key leaders that influenced Roman Britain Describe technology seen in Roman Britain Explain what the Romans brought to Britain and explain the legacy that the Romans left to the British people Describe the causes and consequences of the Roman invasion and then subsequently the cause and 	<p>Describe some of the main events, people and changes and are beginning to give a few reasons for, and results of, the main events and changes.</p> <ul style="list-style-type: none"> Describe the advancement of technology used in factories Explain what Sir Richard Arkwright and Peter Drinkwater achieved Explain how the development of transport between Liverpool and Manchester led to an increase in trade Explain how the Industrial Revolution changed Manchester Describe the causes and consequences of 	<p>Show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <ul style="list-style-type: none"> Describe the cause and consequence of migration Explain why people have migrated to Britain, including the push and pull reasons for migration Compare the differences between migration across British History Describe how migration has shaped modern Britain Describe what life was like in Britain in 1815 Describe the cause and consequences of

					<p>consequence of their return to Rome</p> <ul style="list-style-type: none"> • Explain how the Roman withdrawal contributed to the Anglo-Saxon settlement • Describe what Anglo-Saxon life was like for all groups of people • Explain what religious beliefs there were before the spread of Christianity and how the spread of Christianity impacted Britain • Describe how Greek society has had an impact on modern Britain • Describe the ideas, beliefs and attitudes of all groups of people in the Greek civilisation 	<p>the Industrial Revolution</p> <ul style="list-style-type: none"> • Describe the cause and consequences of the Viking invasion • Explain how Britain changed with Viking settlement • Describe how Britain changed from Stone Age to 1066 • Compare Anglo-Saxon and Viking leaders • Summarise the main events of the Early Islamic Civilisation • Describe the significance of Baghdad and explain why it is such an important city in the Islamic Empire • Summarise and describe what Britain may have learnt from the Early Islamic Empire, including advancement of technologies • Describe the significance of the silk road 	<p>the Peterloo Massacre</p> <ul style="list-style-type: none"> • Explain the significance of Henry Hunt and John Lees • Understand the reasons that affected peoples actions and how these actions had consequences • Be able to describe why we should remember the Peterloo Massacre today • Explain how the Nazis were able to invade so many countries in such a short space of time • Describe how Britain responded to Germany's invasions • Explain the impact of the war on Britain and in particular, Salford • Describe how the end of the war changed the world
--	--	--	--	--	---	--	--

						<ul style="list-style-type: none"> Describe the significance of the Prophet Muhammad and different caliphs 	
Historical interpretation	Begin to identify ways in which the past is represented such as photographs. <ul style="list-style-type: none"> Look at photographs to understand events that have happened in the past in their lives and lives of others 	Begin to identify ways in which the past is represented such as photographs and stories. <ul style="list-style-type: none"> Identify similarities and differences between our local area in the past and today using photographs Sort toys between old and new. 	Begin to identify ways in which the past is represented such as photographs, stories and films. <ul style="list-style-type: none"> Use photographs and films to describe how the suffragettes acted 	Show knowledge and understanding of some of the main events, people and changes studied. <ul style="list-style-type: none"> Ask questions to deepen understanding Describe what Egyptian life was like for different groups of people Identify continuity and change in relation to the Bridgewater Canal and Worsley Delph 	Begin to show some understanding that aspects of the past have been represented and interpreted in different ways. <ul style="list-style-type: none"> Explain how we know about Roman Britain (e.g. artefacts, remain, historical accounts) Describe different accounts of the Anglo-Saxon settlement from different perspectives Use more than one source to describe what Anglo-Saxon life was like and compare the accuracy of these sources 	Show some understanding that aspects of the past have been represented and interpreted in different ways. <ul style="list-style-type: none"> Describe different accounts of Vikings settlement from different perspectives, explain some of the reasons why the accounts may differ Use more than one source to describe what life was like in Britain at this time and compare the accuracy of these sources 	Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. <ul style="list-style-type: none"> Understand what propaganda is and how it was used between the Axis and the Allies Be able to use and investigate more than one source to get a fuller picture of the past Use a range of sources to describe the same event and discuss why they differ

Historical Enquiry	<p>Begin to identify things from their past, and think about how things have changed as they have grown.</p> <ul style="list-style-type: none"> • Begin to answer questions about the past. 	<p>Find answers to some simple questions about the past from sources of information.</p> <ul style="list-style-type: none"> • Ask questions to find out information about the past 	<p>Observe or handle sources of information to answer questions about the past on the basis of simple observations.</p> <ul style="list-style-type: none"> • To know that primary and secondary sources can help us find out what houses were like in the past 	<p>Use different sources of information to answer questions about the past.</p> <ul style="list-style-type: none"> • Ask questions to deepen understanding • Study stone age, bronze age and iron age tools and explain how they advanced • Describe how Egyptian artefacts and ruins tell us about their culture and beliefs • 	<p>Begin to select information from different sources to answer questions about their past.</p> <ul style="list-style-type: none"> • Study Roman artefacts/tools and explain what their uses were • Explain how we know about Roman Britain (e.g. remains, artefacts, historical accounts) • Ask questions to find out the answers about the Anglo-Saxons and the Scots • Use more than one source to describe what Anglo-Saxon life was like and compare the accuracy of these sources • Examine Greek artefacts and use these to make inferences about the past 	<p>Begin to select and combine information from different sources to answer questions about the past.</p> <ul style="list-style-type: none"> • Use more than one source to describe what life was like in Britain at this time and compare the accuracy of these sources 	<p>Begin to get sources of information and identify those that are useful for particular tasks.</p> <ul style="list-style-type: none"> • Be able to use and identify more than one source to get a fuller picture of the past • Use a range of sources to describe the same event and discuss why they differ
---------------------------	---	--	--	--	---	--	--