
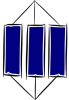
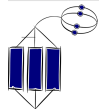

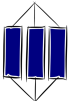
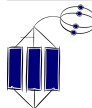




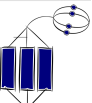
Procedural Knowledge: Year 1

 Multi-Structural	 Relational	 Extended Abstract
<ul style="list-style-type: none"> ● Sort artefacts into 'then' and 'now' and begin to order within a short timeframe. ● Use some common words and phrases to describe the passing of time (before, after, past, present, then, now) ● Handle and describe some sources of information to find out about the past ● Explain some of the things that significant people did in the past 	<ul style="list-style-type: none"> ● Sort artefacts into 'then' and 'now', asking and answering questions to demonstrate their thinking ● Sequence events and artefacts into chronological order ● Begin to use a range of sources of information, making appropriate observations about what they have noticed ● Begin to analyse simple sources (including stories) and discuss the difference between fact and fiction. 	<ul style="list-style-type: none"> ● Create a timeline using common words and phrases related to the passing of time ● Reflect on some of the differences between people 'then' and 'now' ● Develop an understanding of the different ways to represent the past using photos, stories, ICT, drama, art etc. ● Understand some of the reasons why people did things in the past


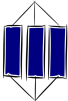
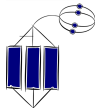
Procedural Knowledge: Year 2

 Multi-Structural	 Relational	 Extended Abstract
<ul style="list-style-type: none"> • Order events, photographs and artefacts chronologically • Use common words and phrases to describe the passing of time (before, after, past, present, then, now) • Handle and describe a range of sources of information to find out about the past • Explain some of the reasons why people did things or why events happened 	<ul style="list-style-type: none"> • Sequence events, photographs and artefacts into chronological order within closer time boundaries • Use common words related to time to map the period studied onto a timeline • Handle a range of sources of information, asking and answering questions to demonstrate their thinking • Analyse photographs or pictures of people or events in the past and identify differences in the ways of life. 	<ul style="list-style-type: none"> • Create a timeline using some dates and the vocabulary related to the passing of time • Discuss the effectiveness of sources of information • Collect and use some relevant material to develop a picture of a past event. • Understand some of the different ways the past can be represented



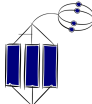
Procedural Knowledge: Year 3

 Multi-Structural	 Relational	 Extended Abstract
<ul style="list-style-type: none"> ● Recall and place some events into periods of time on a timeline ● Identify different sources of information to and begin to explain the differences between them ● Select and record useful information about events, people and changes ● Begin to examine the reasons for and results of the main events and changes 	<ul style="list-style-type: none"> ● Use dates and vocabulary related to the passing of time to map the time studied into a timeline ● Use factual knowledge to compare different time periods describing similarities and differences between them ● Outline some of the reasons for and results of people's actions ● Analyse a historical source to find out about events, people or places 	<ul style="list-style-type: none"> ● Create a timeline that reflects some of the people, events and changes from the period studied ● Begin to evaluate the usefulness of sources of information by talking about the advantages and disadvantages of using them. ● Use a range of relevant material to develop a picture of a past event. ● Identify and understand the reasons for, and results of, people's actions


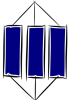
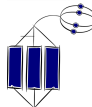
Procedural Knowledge: Year 4

 Multi-Structural	 Relational	 Extended Abstract
<ul style="list-style-type: none"> ● Recall and place several events into periods of time on a timeline ● Recognise and interpret different sources of information to find out about events, people and changes ● Use factual knowledge to describe the similarities and differences between periods of time ● Examine the reasons for and results of the main events and changes 	<ul style="list-style-type: none"> ● Map events, dates, people and changes into the correct period on a timeline ● Use factual knowledge to explain the key features of people's lives or key features of events ● Summarise the main reasons for and results of historical events, situations and changes ● Analyse different sources of information to find out about events, people and changes 	<ul style="list-style-type: none"> ● Create a timeline that reflects some of the people, events and changes from the period studied ● Begin to evaluate the usefulness of sources of information by talking about the advantages and disadvantages of using them. ● Use a range of relevant material to develop a picture of a past event. ● Identify and understand the reasons for, and results of, people's actions

Procedural Knowledge: Year 5

 Multi-Structural	 Relational	 Extended Abstract
<ul style="list-style-type: none"> ● Recall and place some relevant dates and events into the correct period on a timeline ● Begin to recognise and interpret primary and secondary sources to find out about an aspect of the past ● Use factual knowledge to describe the key features of people's lives ● Examine and describe the reasons for historical events, situations and changes in the period studied 	<ul style="list-style-type: none"> ● Map the current area of study into the correct period on a timeline and make comparisons between different times. ● Use factual knowledge to describe different aspects of people's lives, making connections between them ● Summarise the reasons for and results of historical events, situations and changes ● Analyse information from primary and secondary sources to find out about an aspect of the past 	<ul style="list-style-type: none"> ● Evaluate the usefulness of a wide range of primary and secondary sources ● Use more than one source of information to generalise about an aspect of the past ● Begin to elaborate on factual knowledge when describing past societies and periods ● Hypothesise about the reasons for and results of the main changes and events ● Appreciate that aspects of the past have been represented and interpreted in different ways

Procedural Knowledge: Year 6

 Multi-Structural	 Relational	 Extended Abstract
<ul style="list-style-type: none"> ● Recall and place a range of relevant dates and events on a timeline ● Recognise and interpret primary and secondary sources to find out about an aspect of the past ● Use factual knowledge to describe past societies, periods and events ● Examine and describe the beliefs, behaviour and characteristics of people from the past 	<ul style="list-style-type: none"> ● Map the current area of study on timeline in relation to other studies ● Use factual knowledge to describe past societies, periods and events, making connections between them ● Summarise the beliefs, behaviour and characteristics of people, recognising difference in views and feelings ● Analyse a range of primary and secondary sources to find out about an aspect of the past 	<ul style="list-style-type: none"> ● Evaluate the usefulness of primary and secondary sources and consider how conclusions were arrived at ● Use a range of sources to generalise about an aspect of the past, suggesting omissions and the means of finding out missing information ● Elaborate on factual knowledge when describing past societies and periods and begin to make links between them ● Use evidence to hypothesise about the reasons for historical events, situations and the actions of individuals ● Appreciate that aspects of the past have been represented and interpreted in different ways, and give the reasons for this