



Robert Bloomfield Academy: Key Stage 2 Guidelines Matrix – History



KS2	Chronology	Knowledge and Understanding	Using Sources
<p>Exceeding KS2 Expectations</p>	<p>Recall key dates and vocabulary from a selection of topics.</p> <p><i>Use information learnt to speak or write about different topics including key dates and vocabulary.</i></p>	<p>List and describe a range of key knowledge about a historical era.</p> <p><i>Research, making full use of the library and topic book facilities will be carried out and key knowledge about the topic being studied will be written down in note form and then used to answer descriptive questions.</i></p> <p><i>Reading and own research will provide the opportunity to gauge different ideas and knowledge on a particular topic.</i></p>	<p>Select and combine information from a range of sources.</p> <p><i>From a range of sources given, or through own research, questions should be answered using a form of PEE. The sources should stand alone as evidence as well as being combined to support other sources and to strengthen answers and understanding.</i></p>
<p>Year 6 Sec</p>	<p>Use dates from the era studied alongside appropriate vocabulary.</p> <p><i>Chronology within an era is better placed alongside the event and supporting vocabulary. Using all three together gives a more informed description thus supporting the retention of it.</i></p> <p><i>Later skills to recall information become more refined and so to practise using all 3 together support with retention.</i></p>	<p>Describe the main features and changes of the era using relevant information selected.</p> <p><i>By reading and researching a particular topic the main features and changes should be described using examples of sources.</i></p>	<p>Use more than one source of information to answer questions about the past.</p> <p><i>Begin to build the puzzle of the strength in using multiple sources to understand history. Continue to use PEE to select the best source to answer the question and begin to include evidence of both for a more thorough written answer.</i></p> <p><i>When given sources, the reliability should be considered of each of the sources. Which one/s best support the answer.</i></p>
<p>Year 6 Dev</p>	<p>Identify changes over a period of time, in the same era.</p> <p><i>Chronology of the timeline of events during a particular time is important to for accuracy.</i></p>	<p>Briefly describe some main events and changes between periods of time.</p> <p><i>The causes and consequences of particular eras and events throughout time create changes that impact the lives of people living at that time.</i></p>	<p>Suggest how a source might be viewed as being reliable.</p> <p><i>Define how reliable (trustworthy) a source is. As this is a higher-level skill, at this stage, children should consider reliability</i></p>

	<p><i>For example, Henry VIII could not have had the power to change the religion in England without first becoming king.</i></p> <p><i>Ordering dates and events is therefore a key skill to fully understand the happenings within an era.</i></p>	<p><i>The outcomes of particular events and decisions made lead to differences between one era and another.</i></p> <p><i>For example, the rule of a particular country can change after a victory of invaders or circumstance, like that of marriage.</i></p>	<p><i>from the point of view of what information they can gain from a particular source., For example, does a Victorian iron give us enough information to fully understand how a Victorian would iron their clothes? Or, does one letter written by an evacuee give a general overview of what life was like for all evacuees during the war.</i></p> <p><i>This is support children to build on skills and to understand that there are many pieces of the puzzle when understanding history.</i></p>
<p>Year 6 Beg</p>	<p>Use some dates and terms relating to periods of history.</p> <p><i>When learning about history it is essential to build a mental timeline of what happened and when. To include the dates when writing and speaking about the events of history supports the retention of them into the long-term memory.</i></p> <p><i>Particular vocabulary associated with the era should also be referred to as often as possible. This word association alongside the dates helps later to recall particular events.</i></p> <p><i>For example, 1066 – Saxons – William (Duke of Normandy), and Anglo-Saxon (King Harold Godwinson).</i></p>	<p>Describe a cause and consequence of a major historical event.</p> <p><i>Building onto the cause of a major event, the consequences should also be considered and in many cases learned from by future generations.</i></p> <p><i>For example, the consequences of ‘The Great Fire of London’ is instilled upon us. So much damage was caused with approximately 80,000 houses being destroyed. Despite this, there are very few deaths recorded, but the impact on lives was devastating.</i></p> <p><i>To reflect on the importance of studying history, the gains of better housing, made of brick, rather than of wood and other amendments, such as the top floor not jutting out beyond the bottom floor, has led to improvements in standards of living and safety.</i></p>	<p>Use a source of information to answer a question about the past.</p> <p><i>A question should be answered that refers to a source of information. For example, a secondary source is given which the children will read and retrieve the information from. This is a skill that supports English understanding of non-fiction reading comprehension, from a historical point of view.</i></p> <p><i>Evidence is required in an answer, which might include a quote or in lifting the text and then a simple explanation to fully answer the question.</i></p> <p><i>This process of Point, Evidence Explain (PEE) is a current focus in Hums at RBA and much opportunity to use in answering the enquiry questions set.</i></p>
<p>Year 5 Sec</p>	<p>Understand why it is important to consider the past.</p>	<p>Identify a cause of a major historical event, show evidence.</p>	<p>Explain the difference between a primary and secondary source, use examples.</p>

	<p><i>Explain why it is important to learn about the past. Not only is it interesting and can promote a love reading, but it is also important to learn from the events and mistakes of the past.</i></p> <p><i>For example, 'The Great Fire of London' showed that housing in London was not a brilliant set up and that the materials used were dangerous. This led to the change in how houses were constructed and made people more aware of the dangers of fire.</i></p>	<p><i>When a significant event occurs, there is a reason for it. Something caused it. For example, the cause of 'The of the Great Fire of London' was possibly a spark from the Pudding Lane bakery falling onto some fuel nearby.</i></p>	<p><i>Give examples to explain the differences between primary and secondary sources. This needs to be explained to others to ensure that it is fully understood, both in writing and spoken.</i></p> <p><i>A primary source existed at the time in History, for example a Victorian iron that was used by the actual Victorian people.</i></p> <p><i>A secondary source is something written after the time about that era, for example a text book written about how the Victorians lived. It might include photographs of primary sources, such as the Victorian iron.</i></p>
Year 5 Dev	<p>Describe some of the changes that have happened over time.</p> <p><i>Understand that throughout history, changes have occurred which impacted the lives of those that lived then. These changes could have happened through a variety of ways. The changes could be those that affect all areas, for example religion, health and the landscape (so a variety). Children should be able to describe what these changes were.</i></p>	<p>State basic information about a topic studied.</p> <p><i>Basic facts and understanding should be shown of topics previously studied and then built upon. Basic information will include events that occurred, significant people and the time/era/date that it happened.</i></p> <p><i>For example, Boudicca, the warrior queen of the Iceni people, led her people in revolt against the Roman rule.</i></p> <p><i>Note-taking skills are required to ensure that knowledge can be referred back to. Keywords should be written alongside key dates with any other determining information.</i></p>	<p>Identify the differences between a primary and secondary source.</p> <p><i>Identify that a primary source is an object or document that existed at the time in history. A secondary source is an account of history that is written much later than the time in history.</i></p>
Year 5 Beg	<p>Explain what chronological means.</p> <p><i>Define the term chronology and how it works within historical study. Should be able give an</i></p>	<p>State an event in history.</p> <p><i>Identify what history is by giving the name of a historical event, era or person form the past.</i></p>	<p>Define what a source is.</p> <p><i>Identify that a source is something that we use to piece together history.</i></p>

	<i>example of events happening in a particular order. Dates and eras are a great example.</i>	<i>This signifies an understanding that history is the study of the past.</i>	
Year 4 Sec	<p>Identify some changes that have occurred over time.</p> <p><i>Changes that have happened over a period of time in all areas such as religion, political and socially.</i></p>	<p>Suggest how particular events can change the future.</p> <p><i>Any event can cause a change in the future. It is a way that we can learn from our mistakes.</i></p> <p><i>For example, 'The Great Fire' led to a change in how houses were built in London.</i></p>	State how an object can show us aspects of the past.
Year 4 Dev	<p>Chronologically order a selection of dates.</p> <p><i>Put into order a number of dates. These dates could be from one or more era.</i></p>	Describe why a historic object is important for us to understand the past.	Understand that we ask questions about artefacts to piece the past back together.
Year 4 Beg	<p>State the meaning of chronological.</p> <p><i>Define the term chronological and give an example in any form.</i></p>	Understand that objects, including buildings are historic and can give insight into the past.	Describe why a historic object is important for us to understand the past.
Year 3 Sec	Define the meaning of some simple historical vocabulary.	Describe how events of own life is one's own history.	Suggest some objects that last for a long time and that are used by lots of people
Year 3 Dev	State points about a topic learnt about.	<p>Know what an historian is.</p> <p><i>Describe that an historian studies the past to understand it.</i></p>	<p>Suggest how we know that people have lived on the Earth for a very long time.</p> <p><i>What has been left behind?</i></p>
Year 3 Beg	Define that an era is a period of time in History.	Know that history looks at what happened in the past.	Define the purpose of a question.