


















Rose Wood History Matrix

KS1	Progression statement	Working towards expectations	Meeting expectations	Exceeding expectations
Aspects				
HISTORICAL SKILLS				
 <p>Carry out a historical enquiry</p>	<p>Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events people and places. Use a wide vocabulary of everyday historical terms.</p>	<p>The child can ask and answer a few valid historical questions. <i>E.g. Ask a few questions about explorers, locate relevant information and communicate the answers as sentences.</i></p>	<p>The child can plan questions and produce answers to a few historical enquiries using historical terminology. <i>E.g. Plan and find information needed to write a paragraph about which explorer was most successful.</i></p>	<p>The child can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently. <i>E.g. Plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response.</i></p>
 <p>Using sources as evidence</p>	<p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p>	<p>The child can extract information from several different types of source including written, visual and oral sources and artefacts. <i>E.g. Extract some relevant information about the life of a local hero or heroine, e.g. from pictures, artefacts or a story.</i></p>	<p>The child can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. <i>E.g. Choose several different sources to select information about the key features of the life of a local hero or heroine.</i></p>	<p>The child can critically evaluate the usefulness of sources and parts of sources to answer historical questions. <i>E.g. Choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine.</i></p>
HISTORICAL KNOWLEDGE				
 <p>Constructing the past</p>	<p>Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.</p>	<p>The child can identify relevant features of particular historical themes, events and people from family, local, national and global history. <i>E.g. Recall some events and people associated with the Great fire of London.</i></p>	<p>The child can briefly describe features of particular themes, events and people from family, local, national and global history. <i>E.g. Retell the story of the Great fire of London..</i></p>	<p>The child can explain a range of features covering family, local, national and global history and draw a range of conclusions. <i>E.g. Recall the more significant events and people associated with the Great fire of London. and draw conclusions about it.</i></p>
 <p>Sequencing the past</p>	<p>Know where people and events fit within a chronological framework.</p>	<p>The child can depict on a timeline the sequence of a few objects and/or pieces of information. <i>E.g. Put the main features of the developments in flight in simple form eg. Pic of a glider, biplane then jet.</i></p>	<p>The child can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. <i>E.g. Select a range of images depicting development of flight and place on a timeline.</i></p>	<p>The child can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised. <i>E.g. Select independently a range of objects and information associated innovation in flight over different time periods and explain the reason for their sequence.</i></p>
	<p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>The child can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'.</i></p>	<p>The child can understand securely and use a wider range of time terms. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.</i></p>	<p>The child can use more complex time terms, such as 'BCE'/'AD' and period labels and terms. <i>E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.</i></p>
HISTORY CONCEPTS				
 <p>Change (in and between periods)</p>	<p>Identify similarities and differences between ways of life in different periods. Study changes within living memory.</p>	<p>The child can identify a few similarities, differences and changes occurring within a particular topic. <i>E.g. Identify differences and similarities between early and modern aeroplanes.</i></p>	<p>The child can identify independently a range of similarities, differences and changes within a specific time period. <i>E.g. Recognise differences in aeroplanes from different decades.</i></p>	<p>The child can describe independently and accurately similarities, differences and changes both within and across time periods and topics. <i>Eg. Identify and describe several changes, similarities and differences that have occurred in aviation over a century.</i></p>
 <p>Cause and effect (including key aspects such as invasion)</p>	<p>Choose and use parts of stories and other sources to show that they know and understand key features of events people and places. Study the lives of significant individuals who contributed to national and international achievements.</p>	<p>The child can identify at least one relevant cause for, and effect of, several events covered. <i>E.g. Identify an effect of the Great Fire of London</i></p>	<p>The child can identify a few relevant causes and effects for some of the main events covered. <i>E.g. Identify several causes, motives and effects of Great Fire of London.</i></p>	<p>The child can comment on a few valid causes and effects relating to many of the events covered. <i>E.g. Make a few valid judgements about the causes, motives and effects of Great Fire of London (e.g. this was a particularly important reason it took place).</i></p>
 <p>Significance (of events/people)</p>	<p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p>	<p>The child can consider one reason why an event or person might be significant. <i>E.g. Explain why we remember a particular explorer eg. James Cook.</i></p>	<p>The child can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. <i>E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer. eg. James Cook.</i></p>	<p>The child can provide some valid reasons for selecting an event, development or person as significant. <i>E.g. Explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion eg. James Cook.</i></p>

Rose Wood History Matrix

LKS2	Progression statement	Working towards expectations	Meeting expectations	Exceeding expectations
Aspects				
HISTORICAL SKILLS				
Carry out a historical enquiry 	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	The child can ask valid questions for enquiries and answer using a number of sources. <i>E.g. Produce a plan for investigating a significant person and use a few different sources to produce a biography.</i>	The child can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. <i>E.g. Plan a speech for a significant historical figure based on information about them from the past based on several different sources.</i>	The child can devise independently significant historical enquiries to produce substantiated and focused responses. <i>E.g. Plan for and debate why a particular historical figure deserves a statue by presenting a case based on a range of evidence from a range of sources.</i>
Using sources as evidence 	Understand how our knowledge of the past is constructed from a range of sources.	The child can understand how sources can be used to answer a range of historical questions. <i>E.g. Describe how particular sources help provide evidence about different periods for example stone age to iron age</i>	The child can recognise possible uses of a range of sources for answering historical enquiries . <i>E.g. Use a range of different sources to reconstruct aspects of different periods for example stone age to iron age</i>	The child can comment on the usefulness and reliability of a range of sources for particular enquiries. <i>E.g. Show some discrimination in using a range of sources to reconstruct aspects of different periods for example stone age to iron age</i>
HISTORICAL KNOWLEDGE				
Constructing the past 	Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	The child can identify details from several themes , societies, events and significant people covered in local, national and global history . <i>E.g. Identify some of the achievements made by Ancient Egyptians.</i>	The child can identify details from local, national and global history to demonstrate some overall awareness of themes , societies, events and people. <i>E.g. Recall a number of details about the Ancient Egyptians and their achievements.</i>	The child can describe the main context of particular themes , societies, people and events including some explanation. <i>E.g. Identify and describe a range of people, events and developments throughout the Ancient Egyptian period.</i>
Sequencing the past 	Develop chronologically secure knowledge and understanding of British, local and world history.	The child can sequence some events , objects, themes , periods and people from topics covered, by providing a few dates and/or period labels and terms. <i>E.g. Group a few events, structures and artefacts belonging to the Bronze and Iron Ages.</i>	The child can sequence a number of the most significant events , objects, themes , societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. <i>E.g. Sequence many of the main features of the Bronze and Iron Ages.</i>	The child can sequence accurately the key events , objects, themes , societies, periods and people within and across topics confidently using key dates, period labels and terms. <i>E.g. Sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages.</i>
HISTORY CONCEPTS				
Change (in and between periods) 	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	The child can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics. <i>E.g. Describe some similarities and differences between the Earlier and New Stone Ages.</i>	The child can make valid statements about the main similarities, differences and changes occurring within topics. <i>E.g. Categorise changes into the different periods of the Stone Age.</i>	The child can explain why certain changes and developments were of particular significance within topics and across time periods . <i>E.g. Explain why some changes within the Stone Age were of particular importance.</i>
Cause and effect (including key aspects such as invasion) 	Address and devise historically valid questions about cause.	The child can describe some relevant causes for, and effects on, some of the key events and developments covered. <i>E.g. Describe some reasons why Vikings invaded Britain.</i>	The child can comment on the importance of causes and effects for some of the key events and developments within topics. <i>E.g. Explain why some reasons were more important in why Vikings invaded Britain.</i>	The child can explain with confidence the significance of particular causes and effects for many of the key events and developments. <i>E.g. Explain and justify their decisions about the priority of different causes and effects resulting in Vikings invading Britain.</i>
Significance (of events/people) 	Address and devise historically valid questions about significance.	The child can select what is most significant in a historical account. <i>E.g. Describe in some detail some of the most significant features of Roman Britain.</i>	The child can explain why some aspects of historical accounts, themes or periods are significant. <i>E.g. Explain why Roman achievements were significant.</i>	The child can explain independently why a historical topic, event or person was distinctive or significant. <i>E.g. Explain what made the Roman period distinctive.</i>
	Understand how our knowledge of the past is constructed from a range of sources.	The child can provide a reason why two accounts of the same event might differ. <i>E.g. Recognise and provide a reason why different people might have different views about the Titanic due to different social class..</i>	The child can comment on a range of possible reasons for differences in a number of accounts. <i>E.g. Explain how and why there were different viewpoints about the grandeur and luxury on the Titanic.</i>	The child can explain historical situations, events, developments and individuals from more than one viewpoint. <i>E.g. Explain how and why different people might have interpreted the recorded accounts of the final days of the Titanic.</i>

Rose Wood History Matrix

UKS2	Progression statement	(Working towards expectations	Meeting expectations	Exceeding expectations
HISTORICAL Skills				
Carrying out a historical enquiry 	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. POP task - Shackleton	The child can reach a valid conclusion based on devising and answering questions relating to a historical enquiry . <i>E.g. Investigate the quality of the lives of different children from WW2 from several sources and reach a conclusion at the end of an enquiry.</i>	The child can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. <i>E.g. Pose independently a series of questions to investigate the success of the evacuation of children from WW2, select appropriate evidence and use this to produce a valid conclusion.</i>	The child can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses. <i>E.g. Plan independently an investigation into the successes and failures of evacuated children from WW2 and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines, reconstructions.</i>
Using sources as evidence 	Understand how our knowledge of the past is constructed from a range of sources.	The child can accept and reject sources based on valid criteria when carrying out particular enquiries. <i>E.g. Ask questions about the usefulness and reliability of sources relating to children during the Second World War.</i>	The child can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries. <i>E.g. Select evidence that supports their judgements of how the war affected childhood in WW2.</i>	The child can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. <i>E.g. Recognise and comment on the context of sources for an enquiry about life of children in the Second World War, e.g. why the source was produced, the reliability of the author.</i>
HISTORICAL KNOWLEDGE				
Constructing the past 	Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	The child can understand some features associated with themes , societies, people and events . <i>E.g. Understand aspects of life in Mayan times.</i>	The child can provide overviews of the most significant features of different themes , individuals, societies and events covered. <i>E.g. Give a summary of the main features of Mayan society.</i>	The child can show a detailed awareness of the themes , events , societies and people covered across the Upper Key Stage 2 topics, e.g. explain different dimensions and characteristics. <i>E.g. Show evidence of understanding the variety of social, economic, cultural and political aspects of the Mayan civilisation.</i>
Sequencing the past 	Develop chronologically secure knowledge and understanding of British, local and world history.	The child can sequence with some independence many of the significant events , societies and people within topics covered using appropriate dates, period labels and terms. <i>E.g. Place many of the important Greek developments, people and events on an annotated timeline.</i>	The child can sequence with independence the key events , objects, themes , societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms. <i>E.g. Select from a range of material and sequence using appropriate labels and dates (such as 'Classical') many of the main Ancient Greek developments, people and events.</i>	The child can explain independently the sequence of key events , objects, themes , societies and people in topics covered using dates, period labels and terms accurately. <i>E.g. Explain variations in Greek life in different places and over time using a range of dates and period labels.</i>
HISTORY CONCEPTS				
Change (in and between periods) 	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	The child can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics. <i>E.g. Decide why one change in education is of particular importance.</i>	The child can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change. <i>E.g. Provide some similarities and differences of education and leisure over time.</i>	The child can compare independently how typical similarities, differences and changes were. <i>E.g. Identify and explain whether some developments in education or leisure were exceptional developments or commonplace everywhere at the time.</i>
Cause and effect (including key aspects such as invasion) 	Address and devise historically valid questions about cause.	The child can place several valid causes and effects in an order of importance relating to events and developments. <i>E.g. List several causes and place them in an order of importance as to why the actions of Highwaymen could be justified.</i>	The child can explain the role and significance of different causes and effects of a range of events and developments. <i>E.g. Explain how and why the actions of Highway men in Georgian England were glamorised both at the time and up to present day.</i>	The child can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects. <i>E.g. Recognise and explain different causes and effects resulting in the existence of Highwaymen in Britain, such as technological, economic, social and cultural.</i>
Significance (of events/people) 	Address and devise historically valid questions about significance.	The child can describe the significant issues in many of the topics covered. <i>E.g. Describe several of the most successful achievements of Ancient Greece.</i>	The child can explain reasons why particular aspects of a historical event , development, society or person were of particular significance. <i>E.g. Critically evaluate the significance of the achievements and legacy of the Ancient Greeks.</i>	The child can compare the significance of events , development and people across topics and time periods . <i>E.g. Explain which period of Ancient Greek history was the most important, giving reasons for their choice.</i>
	Understand how our knowledge of the past is constructed from a range of sources.	The child can identify different interpretations for events , developments and people covered in a range of Upper Key Stage 2 topics. <i>E.g. Recognise several different representations and interpretations about Sparta.</i>	The child can explain how and why it is possible to have different interpretations of the same event or person. <i>E.g. Explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games.</i>	The child can understand and explain the nature and reasons for different interpretations in a range of topics. <i>E.g. Recognise and explain how and why there could be different interpretations about Athenian society.</i>