



Ryton Federation Key Stage 2 History Matrix

Year 3 & 4	<u>Romans (Y3)</u>	<u>Stone Age (Y3)</u>	<u>Egypt (Y4)</u>	<u>Anglo Saxons (Y4)</u>		
<p>History Content (Milestone 2)</p> <p>To build an overview of world history</p> <p>To understand chronology.</p> <p>To communicate historically</p> <p>To investigate and interpret the past</p>	<ul style="list-style-type: none"> * Describe changes that have happened in the locality of the school throughout history. <u>Impact of the Roman wall.</u> *Give a broad overview of life in Britain. *Describe the social, ethnic, cultural or religious diversity of past society. <u>Roman gods and goddesses.</u> <u>Religious beliefs of the Celts (druids, the other world and Stonehenge).</u> *Compare some of the times studies with those of other areas of interest around the world. <u>Compare the lives of Britons with the lives of Romans.</u> *Place events, artefacts and historical figures on a timeline using dates. *Understand the concept of change over time, representing this, along with evidence, on a time line. *Use dates and terms to describe events. *Use appropriate historical vocabulary to communicate, 	<ul style="list-style-type: none"> *Give a broad overview of life in Britain. *Describe the social, ethnic, cultural or religious diversity of past society. <u>Skara Brae.</u> *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. *Place events, artefacts and historical figures on a timeline using dates. *Understand the concept of change over time, representing this, along with evidence, on a time line. *Use dates and terms to describe events. *Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. *Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> *Describe the social, ethnic, cultural or religious diversity of past society. <u>Ancient Egyptian afterlife and mummification.</u> *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. *Place events, artefacts and historical figures on a timeline using dates. *Understand the concept of change over time, representing this, along with evidence, on a time line. *Use dates and terms to describe events. *Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. *Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> * Describe changes that have happened in the locality of the school throughout history. <u>Investigate the life and works of Bede. Possible year group trip.</u> *Give a broad overview of life in Britain. *Describe the social, ethnic, cultural or religious diversity of past society. *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. *Place events, artefacts and historical figures on a timeline using dates. *Understand the concept of change over time, representing this, along with evidence, on a time line. *Use dates and terms to describe events. *Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. 		



Ryton Federation Key Stage 2 History Matrix

	<p>including: dates, time period, era, change, chronology. *Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. *Use evidence to ask questions and find answers to questions about the past. *Suggest suitable sources of evidence for historical enquiries. *Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. *Suggest causes and consequences of some of the main events and changes in history. *Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. <u>Investigate different sources depicting Boudicca in different ways (pictures, poems etc). Some of which are created by Celts and some of which are created by Romans.</u></p>	<p>*Use evidence to ask questions and find answers to questions about the past. *Suggest suitable sources of evidence for historical enquiries. *Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. <u>To understand that different historians have different opinions of events during the Stone-Age.</u> *Suggest causes and consequences of some of the main events and changes in history. <u>The impact of new discoveries on the lives of Stone-Age people (e.g bronze/iron and developments in weaponry etc).</u></p>	<p>*Use evidence to ask questions and find answers to questions about the past. *Suggest suitable sources of evidence for historical enquiries. *Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. *Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. *Suggest causes and consequences of some of the main events and changes in history.</p>	<p>*Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. *Use evidence to ask questions and find answers to questions about the past. *Suggest suitable sources of evidence for historical enquiries. *Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Investigate *Suggest causes and consequences of some of the main events and changes in history.</p>		
--	---	---	---	--	--	--



Ryton Federation Key Stage 2 History Matrix

Year 5 & 6	<u>The Maya (Y5)</u>	<u>Space (Y5)</u>	<u>Ancient Greeks (Y5)</u>	<u>The Olympics (Y5)</u>	<u>Victorians (Y6)</u>	<u>World War II (Y6)</u>
<p>Historical Content (Milestone 3)</p> <p>To build an overview of world history</p> <p>To understand chronology.</p> <p>To communicate historically</p> <p>To investigate and interpret the past</p>	<p>*Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>*Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>*Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>*Understand the concepts of continuity change over time, representing them, along with evidence, on a time line.</p> <p>*Use dates and terms accurately in describing events.</p> <p>*Use appropriate historical vocabulary to communicate, including: dates, time period, change, century, decade.</p> <p>*Use literacy, numeracy and computing to an exceptional standard in order to communicate information about the past.</p> <p>*Use original ways to present information and ideas.</p>	<p>*Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p><u>To compare the lives of Galileo and Copernicus and how their work changed our understanding of the solar system.</u></p> <p>*Understand the concepts of continuity change over time, representing them, along with evidence, on a time line.</p> <p>*Use dates and terms accurately in describing events.</p> <p>*Use appropriate historical vocabulary to communicate, including: dates, time period, change, century, decade, legacy.</p> <p>*Use literacy, numeracy and computing to an exceptional standard in order to communicate information about the past.</p> <p>*Use original ways to present information and ideas.</p> <p>*Use sources of evidence to deduce information about the past.</p> <p>Refine lines of enquiry as appropriate.</p>	<p>*Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>*Compare some of the times studied with those of the other areas of interest around the world.</p> <p>*Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>*Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>*Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>*Understand the concepts of continuity change over time, representing them, along with evidence, on a time line.</p> <p>*Use dates and terms accurately in describing events.</p> <p>*Use appropriate historical vocabulary to communicate, including: dates, time period, change, century, decade, legacy.</p>	<p>*Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>*Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>*Use dates and terms accurately in describing events.</p> <p>*Use appropriate historical vocabulary to communicate, including: dates, time period, change, century, decade, legacy.</p> <p>*Use literacy, numeracy and computing to an exceptional standard in order to communicate information about the past.</p> <p>*Use original ways to present information and ideas.</p> <p>Refine lines of enquiry as appropriate.</p>	<p>*Identify continuity and change in the history of the locality of the school.</p> <p>*Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>*Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>*Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>*Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>*Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p><u>Compare and contrast the speed of development in rural and urban areas.</u></p> <p>*Understand the concepts of continuity change over time, representing them, along with evidence, on a time line.</p>	<p>*Identify continuity and change in the history of the locality of the school.</p> <p>*Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>*Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>*Use dates and terms accurately in describing events.</p> <p>*Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, century, decade.</p> <p>*Use literacy, numeracy and computing to an exceptional standard in order to communicate information about the past.</p> <p>*Use original ways to present information and ideas.</p> <p>*Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>*Show an awareness of the concept of propaganda and how historians must</p>



Ryton Federation Key Stage 2 History Matrix

	<ul style="list-style-type: none"> *Use sources of evidence to deduce information about the past. *Select suitable sources of evidence, giving reasons for choices. *Understand that no single source of evidence gives the full answer to questions about the past. <p>Refine lines of enquiry as appropriate.</p>		<ul style="list-style-type: none"> *Use literacy, numeracy and computing to an exceptional standard in order to communicate information about the past. *Use original ways to present information and ideas. *Use sources of evidence to deduce information about the past. <p>Refine lines of enquiry as appropriate.</p>		<ul style="list-style-type: none"> *Use dates and terms accurately in describing events. *Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, century, decade, legacy. *Use literacy, numeracy and computing to an exceptional standard in order to communicate information about the past. *Use original ways to present information and ideas. *Use sources of evidence to deduce information about the past. *Select suitable sources of evidence, giving reasons for choices. *Seek out and analyse a wide range of evidence in order to justify claims about the past. *Understand that no single source of evidence gives the full answer to questions about the past. *Refine lines of enquiry as appropriate. *Use sources of information to form testable hypotheses about the past. 	<p>understand the social context of evidence studied.</p> <p>Refine lines of enquiry as appropriate.</p> <p>*Use sources of information to form testable hypotheses about the past.</p>
--	--	--	---	--	---	---