

### Community Primary School

Primary History Programme of Study Statement	Coverage of Statement in <i>Rising Stars History</i> ( <b>BOLD</b> where key assessment focus takes place)	<b>Progression of Statement in <i>Rising Stars History</i></b>
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### Historical Knowledge: Constructing the past

1.1.1 Study knowledge of and can recall key information and characteristic features of historical periods.	Year 1 Unit 3: Great Inventions	<b>End of Year 1, expected:</b> In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways. Descriptions of the above demonstrate some understanding of the characteristic features of the period studied, e.g. technology available.
	Year 2 Unit 1: Bonfire Night and The Great Fire of London	<b>End of Year 2, expected:</b> Can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot and the Great Fire of London. Descriptions of the above demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion.

### Historical Knowledge: Sequencing the past

1.2.1 Know where people and events fit within a chronological framework.	Year 1 Unit 1: My Family History	<b>End of Year 1, expected:</b> Can depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic, e.g. events related to family life in the past in correct order.
	Year 1 Unit 2: The Greatest Explorers <b>Year 2 Unit 2: Holidays</b>	<b>End of Year 2, expected:</b> Can sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied, e.g. seaside holidays in the past in the correct order. Begin to explain why they have placed the items in this sequence.
1.2.2 Develop awareness of the past, using common words and phrases relating to the passing of time.	Year 1 Unit 1: My Family History	<b>End of Year 1, expected:</b> Begin to use a range of common words relating to the passage of time, e.g. related to a discussion of their grandparent's pupilhood, e.g. now, then, new old, when, before, etc. Demonstrate a secure understanding of the words used. Will require little prompting to use these words.
	Year 2 Unit 1: Bonfire Night and The Great Fire of London Year 2 Unit 2: Holidays	<b>End of Year 2, expected:</b> Can use a wider range of terms and phrases, e.g. nowadays, in the past, previously, and depending on the context and opportunities be able to use more complex terms, e.g. last century, decade, and those related to time periods. Demonstrate secure understanding of the terms used. Independently use the terms appropriately.

### History Concepts: Change and Development/Similarity and Difference

1.3.1 Identify similarities and differences between ways of life in different periods/times.	Year 1 Unit 3: Great Inventions	<b>End of Year 1, expected:</b> Can identify independently a range of similarities, differences and changes within a specific time period, e.g. between early and modern trains or aeroplanes.
	Year 2 Unit 2: Holidays	<b>End of Year 2, expected:</b> Can describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics, e.g. between holidays at different times in the past and today. May begin to demonstrate an understanding of which are the most important differences and why.

## History Concepts: Cause and Effect

1.4.1 Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect.	Year 1 Unit 3: Great Inventions	<b>End of Year 1, expected:</b> Can identify at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways.
	Year 2 Unit 1: Bonfire Night and The Great Fire of London	<b>End of Year 2, expected:</b> Can identify several causes and effects of events covered, e.g. the Great Fire of London and The Gunpowder Plot. Will begin to understand that some of the causes and/or effects are of particular importance, e.g. for the Great Fire of London taking place.

## History Concepts: Significance and Interpretations

1.5.1 Understand some of the ways in which they can find out about the past and identify different ways it is represented.	Year 1 Unit 2: The Greatest Explorers	<b>End of Year 1, expected:</b> Demonstrate through examples and discussion an understanding of the term 'significance'. Can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery. Will begin to make connections between significant events or people, e.g. the explorers studied.
	Year 1 Unit 3: Great Inventions	<b>End of Year 2, expected:</b> Can give a broad range of valid reasons why someone or something is significant. Demonstrate a secure understanding of the term significance.
	Year 2 Unit 3: Our Local Heroes	Can give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant. Can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another.

## Historical Enquiry: Planning and Carrying out a Historical Enquiry

1.6.1 Ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms.	Year 1 Unit 2: The Greatest Explorers	<b>End of Year 1, expected:</b> Can plan a small enquiry by asking relevant questions. Can find relevant information to answer questions using at least one story and another type of source, e.g. 'Which are the most significant explorers?'
	Year 2 Unit 3: Our Local Heroes	Can use appropriate historical vocabulary. <b>End of Year 2, expected:</b> Can pose a range of valid questions independently. Can find relevant information from more than one source to confidently answer these questions. e.g. to answer 'Why we should remember a local hero?' Can use a range of appropriate vocabulary in both their questions and answers.

## Historical Enquiry: Using Sources as Evidence

1.7.1 Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Year 1 Unit 1: My Family History	<b>End of Year 1, expected:</b> Can extract some information from more than one type of source to find out about an aspect of the past. e.g. about their grandparent's childhood. These sources could include written, visual, oral sources and artefacts including the environment.
	Year 2 Unit 3: Our Local Heroes	<b>End of Year 2, expected:</b> Can select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to answer historical questions, e.g. about a local hero. Demonstrate an understanding that some sources are more useful than others in providing information to answer a historical question.