

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

<p>2.1.1 Develop knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p>	<p>Year 3 Unit 1: The Stone Age Year 3 Unit 2: The Bronze Age and the Iron Age Year 4 Unit 1: The Ancient Egyptians</p>	<p>End of Year 3, expected: Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection.</p> <p>End of Year 4, expected: Can identify a range of details from within and across local, national and global history, to demonstrate some overall awareness of themes, societies, events and people, e.g. using knowledge gained in their study of Ancient Egypt, identifying three or more of the main achievements of the Ancient Egyptians and providing some valid detailed reasons for their selections. Will begin to make some reference to other societies, but their reasoning may be undeveloped.</p>
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Historical Knowledge: Sequencing the past

<p>2.2.1 Develop chronologically secure knowledge and understanding of British, local and world history.</p>	<p>Year 3 Unit 2: The Bronze Age and the Iron Age Year 4 Unit 2: Roman Britain</p>	<p>End of Year 3, expected: Can sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms, e.g. grouping a range of images related to the Bronze to Iron Age into the correct time periods. Provide valid reasons why they have chosen this time period for most of the images.</p> <p>End of Year 4, expected: Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms, e.g. they can accurately construct a timeline of Roman Britain and with some accuracy link this with a timeline of the Bronze to Iron Age (or other relevant topics previously studied). Provide detailed valid reasons why they have sequenced the events/objects in this way.</p>
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History Concepts: Change and Development/Similarity and Difference

<p>2.3.1 Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p>	<p>Year 3 Unit 1: The Stone Age Year 4 Unit 3: Crime and Punishment</p>	<p>End of Year 3, expected: Can make valid statements about the main similarities, differences and changes occurring within topics, e.g. the pupil can describe a range of the key changes between the Old and New Stone Ages. Can see links between changes, and begin to identify types of change. Will demonstrate an awareness of the significance of change and its impact.</p> <p>End of Year 4, expected: Can explain why certain changes and developments were of particular significance within topics and across time periods. Can provide a comprehensive list of the changes of Crime and Punishment within the period studied. Will identify links between the changes. Will provide a clear rationale for why one change could be considered to be more important than others. May provide insightful ideas about whether some things did not change very much within a period and why.</p>
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History Concepts: Cause and Effect

<p>2.4.1 Address and devise historically valid</p>	<p>Year 3 Unit 1: The Stone Age</p>	<p>End of Year 3, expected: Can describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Neolithic period.</p>
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questions about cause.	Year 4 Unit 3: Crime and Punishment	Will demonstrate an understanding that some of the causes and/or effects are of particular importance, e.g. why the changes took place in the Neolithic period. End of Year 4, expected: Can independently and confidently comment on the importance of causes and effects for some of the key events and developments within the topics studied, e.g. the reasons for the changes in prison reform. Can understand that the same event can result in both positive and negative effects, e.g. the actions of the suffragettes.
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History Concepts: Significance and Interpretations

2.5.1 Address and devise historically valid questions about significance.	Year 3 Unit 3: Our Local Area Year 4 Unit 2: Roman Britain	End of Year 3, expected: Can select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. which buildings are of particular significance within their locality. Can give a valid reason why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme, e.g. the reasons why particular buildings are of significance within their locality. End of Year 4, expected: Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. a development made by the Romans. Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. Will begin to understand that some things will have long or short-term significance e.g. the developments introduced by the Romans and their relevance today.
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2.5.2 Understand how and why different interpretations of the past have been constructed.	Year 3 Unit 2: The Bronze Age and the Iron Age Year 4 Unit 2: Roman Britain	End of Year 3, expected: Can identify a number of ways in which two versions of the same account may differ. Can provide a reason why the two accounts of the same event might differ, e.g. in the story of the Amesbury Archer. Can identify a number of ways in which the interpretations are the same and also different. Can provide a reason why the sources may differ, but this is undeveloped. End of Year 4, expected: Can identify a range of ways in which two or more accounts of the same event differ. Can comment on a range of possible reasons for the differences in a number of accounts, e.g. the pupil can identify a range of ways in which the accounts by Dio Cassius and Tacitus are the same and also different in their description of the battle and of Boudicca.
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Historical Enquiry: Planning and Carrying out a Historical Enquiry

2.6.1 Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Year 3 Unit 3: Our Local Area Year 4 Unit 2: Roman Britain	End of Year 3, expected: Can independently devise a range of historically valid questions for a series of different types of enquiry. Will answer them with detailed structured responses making reference to specific sources of evidence related to 'Why should we preserve our locality?' Will use a range of relevant historical terms. End of Year 4, expected: Can independently devise significant historical enquiries based on a range of valid questions, e.g. related to 'What happened when the Romans came to Britain?'. Can answer the questions in some detail using a range of relevant and varied sources to support points made. Work will be clearly structured with contrasting viewpoints considered. Use a broad range of relevant historical terms. Will work independently and with confidence.
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Historical Enquiry: Using Sources as Evidence

2.7.1 Understand how our knowledge of the past is constructed from a range of sources.	Year 3 Unit 1: The Stone Age Year 3 Unit 2: The Bronze Age and the Iron Age Year 4 Unit 3: Crime and Punishment	End of Year 3, expected: Can understand how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?' Is aware that some sources may be more useful than others in answering certain historical questions. End of Year 4, expected: Can recognise possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like. Can use the sources to compile a detailed description of what Dick Turpin was like. Demonstrate an understanding that some sources may be more useful than others by commenting on the importance of some of the sources
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