

Curriculum Coverage, assessment and Progression - Rising Stars

Key Stage 2

KS2 Programmes of Study

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Additional guidance

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.
- In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Unit	Key - History Programme of Study Statement covered	Coverage of Statement in Rising Stars History (RED BOLD where key assessment focus takes place)	Progression Statement in Rising Stars History	KLIPS Coverage
Year 3 Unit 1	<p>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <p>Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework</p> <ul style="list-style-type: none"> ▪ Change and development; address and devise historically valid questions about change, similarity and difference; note 	<p>Year 3 Unit 1: The Stone Age</p> <p>Year 4 Unit 3: Crime and Punishment</p>	<p>End of Year 3, expected:</p> <p>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.</p> <p>Can see links between changes, and begin to identify types of change.</p> <p>Will demonstrate an awareness of the significance of change and its impact.</p> <p>End of Year 4, expected:</p> <p>Can explain why certain changes and developments were of particular significance within topics and across time periods.</p>	<ul style="list-style-type: none"> ▪ Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). ▪ Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. ▪ Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance

	connections, contrasts and trends over time.		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.	<ul style="list-style-type: none"> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
Year 3 Unit 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	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.
Year 3 Unit 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." Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework <ul style="list-style-type: none"> Constructing the past; develop chronologically secure knowledge and understanding 	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>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</p>	<ul style="list-style-type: none"> Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

	of British, local and world history; establish clear narratives within and across periods they study; understand overview and depth.		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.	<ul style="list-style-type: none"> Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.
	Address and devise historically valid questions about cause.	Year 3 Unit 1: The Stone Age Year 4 Unit 3: Crime and Punishment	<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. 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.</p> <p>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. "</p>	<ul style="list-style-type: none"> Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.
Year 3 Unit 2	Develop chronologically secure knowledge and understanding of British, local and world history." Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework <ul style="list-style-type: none"> Sequencing the past, develop chronologically secure knowledge and understanding of British, local and world history. 	Year 3 Unit 2: The Bronze Age and the Iron Age Year 4 Unit 2: Roman Britain	<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:</p>	<ul style="list-style-type: none"> Understanding <i>some</i> of the ways in which people's lives have shaped this nation. Describing how Britain has influenced and been influenced by the wider world. Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). Making some links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

			<p>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).</p> <p>Provide detailed valid reasons why they have sequenced the events/objects in this way.</p>	<ul style="list-style-type: none"> ▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. ▪ Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. ▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims.
Year 3 Unit 2	Understand how our knowledge of the past is constructed from a range of sources.	<p>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</p>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. ▪ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. ▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.
Year 3 Unit 2	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>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</p>	<ul style="list-style-type: none"> ▪ Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. ▪ Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). ▪ Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. ▪ Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

			<p>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.</p> <p>Will begin to make some reference to other societies, but their reasoning may be undeveloped.</p>	<ul style="list-style-type: none"> Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.
Year 3 Unit 2	<p>Understand how and why different interpretations of the past have been constructed."</p>	<p>Year 3 Unit 2: The Bronze Age and the Iron Age</p> <p>Year 4 Unit 2: Roman Britain</p>	<p>End of Year 3, expected:</p> <p>Can identify a number of ways in which two versions of the same account may differ.</p> <p>Can provide a reason why the two accounts of the same event might differ, e.g. in the story of the Amesbury Archer.</p> <p>Can identify a number of ways in which the interpretations are the same and also different.</p> <p>Can provide a reason why the sources may differ, but this is undeveloped.</p> <p>End of Year 4, expected:</p> <p>Can identify a range of ways in which two or more accounts of the same event differ.</p> <p>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.</p>	<ul style="list-style-type: none"> Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses
Year 3 Unit 3	<p>Construct informed responses that involve thoughtful selection and organisation.</p> <p>Develop appropriate use of historical terms.</p> <p>Key Assessment Opportunity</p> <p>Key area assessed in the Rising Stars Progression Framework</p> <ul style="list-style-type: none"> Planning and carrying out a historical enquiry; construct 	<p>Year 3 Unit 3: Our Local Area</p> <p>Year 4 Unit 2: Roman Britain</p>	<p>End of Year 3, expected:</p> <p>Can independently devise a range of historically valid questions for a series of different types of enquiry.</p> <p>Will answer them with detailed structured responses making reference to specific sources of evidence related to 'Why should we preserve our locality?'</p> <p>Will use a range of relevant historical terms.</p> <p>End of Year 4, expected:</p> <p>Can independently devise significant historical enquiries based on a range of valid questions, e.g.</p>	<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology. Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.

	informed responses that involve thoughtful selection and organisation; develop appropriate use of historical terms		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.	<ul style="list-style-type: none"> Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.
Year 3 Unit 3	Address and devise historically valid questions about significance.	Year 3 Unit 3: Our Local Area Year 4 Unit 2: Roman Britain	<p>End of Year 3, expected:</p> <p>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.</p> <p>End of Year 4, expected:</p> <p>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.</p>	<ul style="list-style-type: none"> Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). Making some links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.
Year 4 Unit 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." Key Assessment Opportunity	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>End of Year 3, expected:</p> <p>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>	<ul style="list-style-type: none"> Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>).

	<p>Key area assessed in the Rising Stars Progression Framework</p> <ul style="list-style-type: none"> Constructing the past; develop chronologically secure knowledge and understanding of British, local and world history; establish clear narratives within and across periods they study; understand overview and depth. 		<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>	<ul style="list-style-type: none"> Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.
Year 4 Unit 2	<p>Address and devise historically valid questions about significance."</p> <p>Key Assessment Opportunity</p> <p>Key area assessed in the Rising Stars Progression Framework</p> <ul style="list-style-type: none"> Significance and interpretations; understand how our knowledge of the past is constructed from a range of sources. Significance and interpretations; address and devise historically valid questions about significance. 	<p>Year 3 Unit 3: Our Local Area Year 4 Unit 2: Roman Britain</p>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). Making some links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.

Year 4 Unit 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	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses
Year 4 Unit 2	Develop chronologically secure knowledge and understanding of British, local and world history."	Year 3 Unit 2: The Bronze Age and the Iron Age Year 4 Unit 2: Roman Britain	<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>	<ul style="list-style-type: none"> ▪ Understanding <i>some</i> of the ways in which people's lives have shaped this nation. ▪ Describing how Britain has influenced and been influenced by the wider world. ▪ Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). ▪ Making some links between and across periods, such as the differences between clothes, food, buildings or transport. ▪ Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. ▪ Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. ▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims.

Year 4 Unit 2	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	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology. ▪ Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). ▪ Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.
Year 4 Unit 3	Address and devise historically valid questions about cause. Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework <ul style="list-style-type: none"> • Using sources as evidence; understand how our knowledge of the past is constructed from a range of sources. • Cause and effect; address and devise historically valid questions about causes. 	Year 3 Unit 1: The Stone Age Year 4 Unit 3: Crime and Punishment	<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. 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.</p> <p>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. "</p>	<ul style="list-style-type: none"> ▪ Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. ▪ Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.
Year 4 Unit 3	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	End of Year 3, expected:	<ul style="list-style-type: none"> ▪ Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.

		<p>Year 4 Unit 3: Crime and Punishment</p>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. ▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.
<p>Year 4 Unit 3</p>	<p>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>	<ul style="list-style-type: none"> ▪ Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). ▪ Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. ▪ Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance ▪ Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.

<p>Year 5 Unit 1</p>	<p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms."</p> <p>Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework</p> <ul style="list-style-type: none"> • Planning and carrying out a historical enquiry; construct informed responses that involve thoughtful selection and organisation; develop appropriate use of historical terms. 	<p>Year 5 Unit 1: The Anglo-Saxons Year 6 Unit 3: The Impact of War</p>	<p>End of Year 5, expected: Can confidently and independently devise significant historical enquiries based on a broad range of valid questions, e.g related to 'Was the Anglo-Saxon period really a Dark Age?'. Can answer the questions in detail using a broad range of relevant and varied sources to support points made. Work is clearly structured with contrasting viewpoints considered. Will use the evidence to reach a valid and substantiated overall conclusion. Will use a broad range of relevant historical terms throughout. Will follow a clear structure appropriate for presenting an argument. Will work independently and with confidence. Will begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed.</p> <p>End of Year 6, expected: Can independently plan and produce quality, detailed responses to a wide range of historical enquiries. Will make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion. Will reach a valid overall conclusion, e.g. 'Which of the world wars had the greater impact on their community?' with clear reference made to the preceding arguments and evidence. Will confidently use a broad range of challenging, relevant historical terms throughout. Will critically evaluate their enquiry and consider ways in which it could be improved or developed. "</p>	<ul style="list-style-type: none"> ▪ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. ▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.
<p>Year 5 Unit 1</p>	<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p>	<p>Year 5 Unit 1: The Anglo-Saxons Year 6 Unit 2: The Ancient Greeks</p>	<p>End of Year 5, expected: Will sequence, with some independence and increasing accuracy, many of the significant events,</p>	<ul style="list-style-type: none"> ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful

	<p>Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework</p> <ul style="list-style-type: none"> • Address and devise historically valid questions about significance. 		<p>societies and people within and across topics covered using appropriate dates, period labels and terms, e.g. place many of the important developments, people and events in the Anglo-Saxon period on an annotated timeline.</p> <p>Will be able to make some links between this sequence to the events and people within other time periods studied.</p> <p>End of Year 6, expected: Will sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms, e.g. select independently from a range of material, and sequence accurately using appropriate labels and dates. Can accurately identify links between this sequence and the events of other periods studied.</p>	<p>selection and organisation of relevant historical information using appropriate dates and terms.</p> <ul style="list-style-type: none"> ▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...). ▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...). ▪ Analyse connections, trends and contrasts over time. ▪ Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. ▪ Establishing a narrative showing connections and trends within and across periods of study.
Year 5 Unit 1	<p>Address and devise historically valid questions about significance.</p> <p>Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework</p> <ul style="list-style-type: none"> • Address and devise historically valid questions about significance. 	<p>Year 5 Unit 1: The Anglo-Saxons Year 6 Unit 1: The Maya Civilisation Year 6 Unit 2: The Ancient Greeks</p>	<p>End of Year 5, 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. the developments made by the Anglo-Saxons. Can give a range 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 understand that some will have long-term significance and others only short-term significance, e.g. the spread of Christianity.</p> <p>End of Year 6, expected:</p>	<ul style="list-style-type: none"> ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. ▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...). ▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts

			<p>Can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made by the Ancient Greeks. Can introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance, e.g. within the achievements made by the Ancient Greeks the significant impact of establishing democracy and its importance in society today.</p>	<p>(propaganda, bias, primary source, secondary source, reliability...).</p> <ul style="list-style-type: none"> ▪ Analyse connections, trends and contrasts over time. ▪ Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. ▪ Establishing a narrative showing connections and trends within and across periods of study. ▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others.
<p>Year 5 Unit 1 The Anglo-Saxons</p>	<p>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <p>Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework</p> <ul style="list-style-type: none"> • Historical enquiry; using sources as evidence; understand how our knowledge of the past is constructed from a range of sources 	<p>Year 5 Unit 1: The Anglo-Saxons Year 6 Unit 3: The Impact of War</p>	<p>End of Year 5, expected: Can independently and confidently provide a comprehensive list of the changes within the period studied. Can independently provide valid reasons why some changes and developments were of particular importance within the particular UKS2 topic, e.g. decide why one or more changes in the Anglo-Saxon period is of particular importance. Will identify a range of links between the various changes. Can provide insightful ideas about whether some things did not change very much within a period and why this occurred.</p> <p>End of Year 6, expected: Can compare similarities, differences and changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change, e.g. provide some similarities and differences affecting differing locations within the world wars.</p>	<ul style="list-style-type: none"> ▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). ▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

			<p>Will confidently identify a range of links between the various changes, e.g. the change in women's roles during the war with changes in women's rights.</p> <p>Will begin to understand and explain how some of the changes were exceptional or commonplace, e.g. as part of the impact of the war on their locality.</p>	<ul style="list-style-type: none"> ▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others. ▪ Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. ▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.
<p>Year 5 Unit 2 The Vikings</p>	<p>Address and devise historically valid questions about cause."</p> <p>Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework</p> <ul style="list-style-type: none"> • Cause and effect; address and devise historically valid questions about cause. 	<p>Year 5 Unit 2: The Vikings Year 6 Unit 3: The Impact of War</p>	<p>End of Year 5, expected:</p> <p>Can explain the role of different causes and effects of a range of events and developments, e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain.</p> <p>Can place the causes and/or effects in an order of significance and explain why they are arranged in this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain.</p> <p>Can make a link between the causes or effects of events within one period with those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans or the Anglo-Saxons chose to settle in Britain. "</p> <p>End of Year 6, expected:</p> <p>Can independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality.</p>	<ul style="list-style-type: none"> ▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. ▪ Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. ▪ Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. ▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others. ▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...). ▪ Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting

			<p>Will order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order.</p> <p>Will make a number of valid links between why certain events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar.</p> <p>May be able to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term.</p>	<p>arguments and interpretations of the past have been constructed.</p>
<p>Year 5 Unit 2 Vikings</p>	<p>Understand how and why different interpretations of the past have been constructed.</p>	<p>Year 5 Unit 2: The Vikings Year 5 Unit 3: Journeys Year 6 Unit 2: The Ancient Greeks"</p>	<p>End of Year 5, expected: Can confidently identify the ways in which interpretations of the same event or person can differ, e.g. can identify a number of differences in the interpretations presented about the Windrush journey. Can explain why there may be differing interpretations and will make reference to the differing types of representation. Can also understand why there may be some similarities in the interpretations.</p> <p>End of Year 6, expected: Can confidently and independently identify the different interpretations in a range of topics e.g. explain ways in which the different interpretations about Athenian society or about the Olympic Games differ. Can give a range of valid reasons for the different interpretations in a range of topics, e.g. explain why there could be different interpretations about Athenian society or about the Olympic Games. Demonstrate insight into why some aspects of the interpretation may be the same. Will make reference to the differing types of representation.</p>	<ul style="list-style-type: none"> ▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). ▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). ▪ Analyse connections, trends and contrasts over time. ▪ Establishing a narrative showing connections and trends within and across periods of study. ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms

				<ul style="list-style-type: none"> Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.
<p>Year 5 Unit 2 Vikings</p>	<p>Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time.</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p>Year 5 Unit 2: The Vikings Year 6 Unit 1: The Maya Civilisation</p>	<p>End of Year 5, expected: Can understand some features associated with themes, societies, people and events, e.g. use knowledge gained to demonstrate an understanding of aspects of the life within the Viking period, such as religion and food, but without links and grouping them into themes, e.g. social, cultural. Will be able to make some reference to and identify links with other societies studied, e.g. The Anglo-Saxons.</p> <p>End of Year 6, expected: Can provide overviews of the most significant features of different themes, individuals, societies and events covered, e.g. can use knowledge gained to give an overview of the main features of the Maya civilisation. Will begin to make links and group them into themes, e.g. social, cultural. Will be able to make links with themes in other societies studied, e.g. The Ancient Egyptians.</p>	<ul style="list-style-type: none"> Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Establishing a narrative showing connections and trends within and across periods of study. Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.
<p>Year 5 Unit 3 Journeys</p>	<p>Understand how and why different interpretations of the past have been constructed.</p> <p>Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework</p> <ul style="list-style-type: none"> Significance and interpretations; understand how our knowledge of the past is 	<p>Year 5 Unit 2: The Vikings Year 5 Unit 3: Journeys Year 6 Unit 2: The Ancient Greeks"</p>	<p>End of Year 5, expected: Can confidently identify the ways in which interpretations of the same event or person can differ, e.g. can identify a number of differences in the interpretations presented about the Windrush journey. Can explain why there may be differing interpretations and will make reference to the differing types of representation. Can also understand why there may be some similarities in the interpretations.</p> <p>End of Year 6, expected:</p>	<ul style="list-style-type: none"> Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts

	constructed from a range of sources		<p>Can confidently and independently identify the different interpretations in a range of topics e.g. explain ways in which the different interpretations about Athenian society or about the Olympic Games differ.</p> <p>Can give a range of valid reasons for the different interpretations in a range of topics, e.g. explain why there could be different interpretations about Athenian society or about the Olympic Games. Demonstrate insight into why some aspects of the interpretation may be the same.</p> <p>Will make reference to the differing types of representation.</p>	<p><i>(propaganda, bias, primary source, secondary source, reliability...).</i></p> <ul style="list-style-type: none"> ▪ Analyse connections, trends and contrasts over time. ▪ Establishing a narrative showing connections and trends within and across periods of study. ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms ▪ Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.
Year 6 Unit 1 The Maya Civilisation	<p>Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time.</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework</p> <ul style="list-style-type: none"> • Constructing the past; establish clear narratives within and across the periods they study; note connections, contrasts and trends over time. 	Year 5 Unit 2: The Vikings Year 6 Unit 1: The Maya Civilisation	<p>End of Year 5, expected: Can understand some features associated with themes, societies, people and events, e.g. use knowledge gained to demonstrate an understanding of aspects of the life within the Viking period, such as religion and food, but without links and grouping them into themes, e.g. social, cultural. Will be able to make some reference to and identify links with other societies studied, e.g. The Anglo-Saxons.</p> <p>End of Year 6, expected: Can provide overviews of the most significant features of different themes, individuals, societies and events covered, e.g. can use knowledge gained to give an overview of the main features of the Maya civilisation. Will begin to make links and group them into themes, e.g. social, cultural. Will be able to make links with themes in other societies studied, e.g. The Ancient Egyptians.</p>	<ul style="list-style-type: none"> ▪ Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. ▪ Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ▪ Establishing a narrative showing connections and trends within and across periods of study.

				<ul style="list-style-type: none"> Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.
<p>Year 6 Unit 2 The Ancient Greeks</p>	<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework</p> <ul style="list-style-type: none"> Address and devise historically valid questions about significance. 	<p>Year 5 Unit 1: The Anglo-Saxons Year 6 Unit 2: The Ancient Greeks</p>	<p>End of Year 5, expected: Will sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across topics covered using appropriate dates, period labels and terms, e.g. place many of the important developments, people and events in the Anglo-Saxon period on an annotated timeline. Will be able to make some links between this sequence to the events and people within other time periods studied.</p> <p>End of Year 6, expected: Will sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms, e.g. select independently from a range of material, and sequence accurately using appropriate labels and dates. Can accurately identify links between this sequence and the events of other periods studied.</p>	<ul style="list-style-type: none"> Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...). Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...). Analyse connections, trends and contrasts over time. Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. Establishing a narrative showing connections and trends within and across periods of study.
<p>Year 6 Unit 2</p>	<p>Address and devise historically valid questions about significance.</p> <p>Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework</p> <ul style="list-style-type: none"> Address and devise historically valid 	<p>Year 5 Unit 1: The Anglo-Saxons Year 6 Unit 1: The Maya Civilisation Year 6 Unit 2: The Ancient Greeks</p>	<p>End of Year 5, 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. the developments made by the Anglo-Saxons. Can give a range 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.</p>	<ul style="list-style-type: none"> Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...).

	<p>questions about significance.</p>		<p>Will understand that some will have long-term significance and others only short-term significance, e.g. the spread of Christianity.</p> <p>End of Year 6, expected: Can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made by the Ancient Greeks. Can introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance, e.g. within the achievements made by the Ancient Greeks the significant impact of establishing democracy and its importance in society today.</p>	<ul style="list-style-type: none"> ▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...). ▪ Analyse connections, trends and contrasts over time. ▪ Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. ▪ Establishing a narrative showing connections and trends within and across periods of study. ▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others.
<p>Year 6 Unit 2</p>	<p>Understand how and why different interpretations of the past have been constructed.</p>	<p>Year 5 Unit 2: The Vikings Year 5 Unit 3: Journeys Year 6 Unit 2: The Ancient Greeks"</p>	<p>End of Year 5, expected: Can confidently identify the ways in which interpretations of the same event or person can differ, e.g. can identify a number of differences in the interpretations presented about the Windrush journey. Can explain why there may be differing interpretations and will make reference to the differing types of representation. Can also understand why there may be some similarities in the interpretations.</p> <p>End of Year 6, expected: Can confidently and independently identify the different interpretations in a range of topics e.g. explain ways in which the different interpretations</p>	<ul style="list-style-type: none"> ▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). ▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>).

			<p>about Athenian society or about the Olympic Games differ. Can give a range of valid reasons for the different interpretations in a range of topics, e.g. explain why there could be different interpretations about Athenian society or about the Olympic Games. Demonstrate insight into why some aspects of the interpretation may be the same. Will make reference to the differing types of representation.</p>	<ul style="list-style-type: none"> ▪ Analyse connections, trends and contrasts over time. ▪ Establishing a narrative showing connections and trends within and across periods of study. ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms ▪ Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.
<p>Year 6 Unit 3 Impact of War</p>	<p>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <p>Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework</p> <ul style="list-style-type: none"> • Historical enquiry; using sources as evidence; understand how our knowledge of the past is constructed from a range of sources 	<p>Year 5 Unit 1: The Anglo-Saxons Year 6 Unit 3: The Impact of War</p>	<p>End of Year 5, expected: Can independently and confidently provide a comprehensive list of the changes within the period studied. Can independently provide valid reasons why some changes and developments were of particular importance within the particular UKS2 topic, e.g. decide why one or more changes in the Anglo-Saxon period is of particular importance. Will identify a range of links between the various changes. Can provide insightful ideas about whether some things did not change very much within a period and why this occurred.</p> <p>End of Year 6, expected: Can compare similarities, differences and changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change, e.g. provide some similarities and differences affecting differing locations within the world wars.</p>	<ul style="list-style-type: none"> ▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). ▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

			<p>Will confidently identify a range of links between the various changes, e.g. the change in women's roles during the war with changes in women's rights.</p> <p>Will begin to understand and explain how some of the changes were exceptional or commonplace, e.g. as part of the impact of the war on their locality.</p>	<ul style="list-style-type: none"> ▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others. ▪ Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. ▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.
<p>Year 6 Unit 3 Impact of War</p>	<p>Address and devise historically valid questions about cause."</p>	<p>Year 5 Unit 2: The Vikings Year 6 Unit 3: The Impact of War</p>	<p>End of Year 5, expected: Can explain the role of different causes and effects of a range of events and developments, e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain.</p> <p>Can place the causes and/or effects in an order of significance and explain why they are arranged in this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain.</p> <p>Can make a link between the causes or effects of events within one period with those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans or the Anglo-Saxons chose to settle in Britain. "</p> <p>End of Year 6, expected: Can independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality.</p>	<ul style="list-style-type: none"> ▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. ▪ Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. ▪ Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. ▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others. ▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...). ▪ Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting

			<p>Will order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order.</p> <p>Will make a number of valid links between why certain events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar.</p> <p>May be able to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term.</p>	<p>arguments and interpretations of the past have been constructed.</p>
Year 6 Unit 3 Impacts of War	<p>Understand how our knowledge of the past is constructed from a range of sources. "</p>	<p>Year 5 Unit 1: The Anglo-Saxons Year 6 Unit 3: The Impact of War</p>	<p>End of Year 5, expected: From a range of sources provided, accept and reject sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding out about the Anglo-Saxons?' Can explain why they have made that selection, possibly with some references to utility and reliability.</p> <p>End of Year 6, expected: Can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit. Will explain confidently why they have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled.</p>	<ul style="list-style-type: none"> ▪ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.
Year 6 Unit 3 Impact of War	<p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms."</p>	<p>Year 5 Unit 1: The Anglo-Saxons Year 6 Unit 3: The Impact of War</p>	<p>End of Year 5, expected: Can confidently and independently devise significant historical enquiries based on a broad range of valid questions, e.g related to 'Was the Anglo-Saxon period really a Dark Age?'. Can answer the questions in detail using a broad range of relevant and varied sources to support points made. Work is clearly structured with contrasting viewpoints considered. Will use the evidence to reach a valid and substantiated overall conclusion.</p>	<ul style="list-style-type: none"> ▪ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

			<p>Will use a broad range of relevant historical terms throughout.</p> <p>Will follow a clear structure appropriate for presenting an argument.</p> <p>Will work independently and with confidence.</p> <p>Will begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed.</p> <p>End of Year 6, expected:</p> <p>Can independently plan and produce quality, detailed responses to a wide range of historical enquiries.</p> <p>Will make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion.</p> <p>Will reach a valid overall conclusion, e.g. 'Which of the world wars had the greater impact on their community?' with clear reference made to the preceding arguments and evidence.</p> <p>Will confidently use a broad range of challenging, relevant historical terms throughout.</p> <p>Will critically evaluate their enquiry and consider ways in which it could be improved or developed. "</p>	<ul style="list-style-type: none"> ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. ▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.
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