

# Singleton Church of England Primary School

## History Overview

### **"Passion for Learning ....Passion for life"**

Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.



## Curriculum Intent

### The aim of our curriculum is linked to our vision

#### School Vision

To provide the children with a wide variety of engaging and challenging opportunities enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show, love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

### The rationale behind this is...

At Singleton Church of England School, we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. The sky is the limit for our children. We seek to inspire each other and learn to value greatness, ambition and achievement of all kinds. To belong to Singleton School is an honour. Each of us aspires to reach a potential, which is not limited, but is given wings through the creative curriculum and our Christian Values, which will truly enable us to embrace living our lives without limits.

As such, there is high academic/ vocational / technical ambition for all pupils, and as a school, we do not offer disadvantaged pupils or pupils with SEND a reduced curriculum.



## EYFS

History / Geography / Science (Understanding the World)

Intent:

Our children will leave the Foundation Stage at Singleton CE Primary School with an increased knowledge and sense of the physical world around them, their community and the wider world. They will respect the world around them and others, celebrating our similarities and differences, including our religious and cultural differences. Our pupils will have a greater sense of themselves and the changing environment.

## Y1 – 6

To support with teacher workload / work life balance we use a scheme of work called Rising Stars History.

Rising Stars History provides a history curriculum that is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st

century. Its emphasis is not just on historical knowledge but also skills and concepts. It has the same challenging academic ambitions for all pupils. They all work from a shared starting point to answer the same key questions.

The content provides pupils with a clear understanding of how people lived in the past and what they believed to be important. Within the units there are recurring themes such as settlement, migration and religion which builds a stronger web of knowledge to ensure it sticks. Engaging with challenging themes will enable pupils to connect with what is happening in the world around them. It will enable them to engage in debate about what is happening today and use the past to inform those opinions. Over the course of the scheme, pupils will develop an understanding of how we know about the past through a range of sources of evidence and with increasing confidence will consider their utility and reliability. Following the scheme will ensure pupils benefit from a curriculum that enriches their lives and broadens their cultural experiences. This will lead to a better understanding of culture and heritage and a desire to engage further with these areas.

As a school we recognise that we have a depth of local history on our doorstep – with the Miller family in Singleton and the Growth of Blackpool as a Holiday resort just a few miles down the road. We also have a local historical society who are on hand to enrich the experiences that we offer to our children. In light of this we as a school will adapt and make necessary changes to the content prior to teaching.

Rising Stars History is designed to be delivered by non-specialists, with core historical knowledge identified and explained throughout. This we believe supports teachers with their subject knowledge and understanding. A breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts. Appropriate discussion is recommended as a means of checking pupils' learning systematically, identifying misconceptions and providing immediate feedback. Questions and tasks to stretch and challenge the most able pupils are incorporated where appropriate. Revisiting ideas and concepts in different, more challenging, contexts in later units, using varied assessments and the inclusion of quizzes are all designed to help pupils remember content and integrate new knowledge into their evolving conceptual framework. Quality resources and materials are provided online to support the history curriculum and are sequenced towards the accumulation of skills, knowledge and understanding, working towards the next key stage.

**Rising Stars History** is a complete curriculum programme for primary history which provides 18 half termly units of work to ensure pupils gain a coherent knowledge and understanding of Britain's history, their locality and the history of the wider world. It offers complete coverage of the National Curriculum Programme of Study for History (2014) and supports meeting the criteria of the new Ofsted Education Inspection Framework (2019).

From starting points suitable for all, the units develop to provide appropriate challenges for KS1 and KS2 pupils of varying abilities. The units have key questions to develop the use of historical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout.

Skills, knowledge and understanding in history progress through Year 1 to Year 6, being taught, developed and applied throughout the schemes of work. A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject. Links are made within and across units to support pupils in making connections and in developing a strong overview of chronology, breadth and local to global history.

## How the scheme is organised

### Structure of the Units

Each year group includes the following:

#### **Three units, each written to be taught within a half term.**

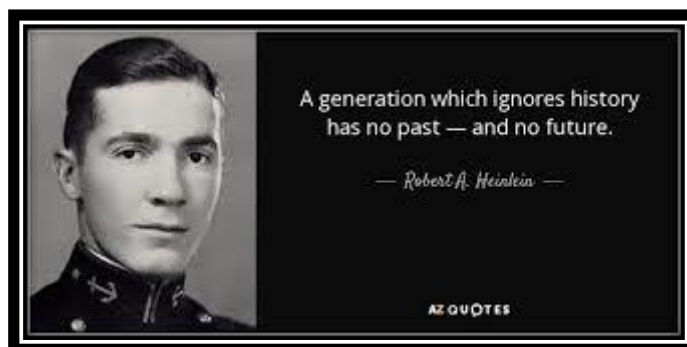
Rising Stars Geography offers three complementary units per year – although they are separate, subject specific courses, the two courses can be used effectively in tandem, and meaningful links between learning are possible. As a school we have purchased the Geography scheme of work as well and run this as far as possible within a two-year rolling programme alongside the History curriculum ensuring that we make the learning experience as meaningful as possible. The two schemes also link to the Switched-on Science resources which we have also purchased.

What is included in each year?

- Introduction and topic list
- Curriculum map
- Progression framework
- Curriculum coverage and progression charts
- Three units: see next slide for a breakdown of what each unit contains

What is included in each unit?

- Unit overview: at-a-glance overview of all the key information for the unit
- Session plans: editable session plans that include learning objectives, key questions, success criteria, key vocabulary and activities
- Teaching slides: editable presentations that can be used as a front-of-class teaching tool to go through the steps in each session
- Pupil resources: handouts and worksheets to enhance learning
- Interactive quizzes: self-marking multiple-choice questions that test pupils' knowledge and understanding of the key concepts in the unit
- Key assessment opportunity: a guide to address how best to assess pupils within each unit • Research recommendations: opportunities for further research



## Curriculum Coverage, assessment and progression grids

In purchasing the scheme, the first thing we did was check the curriculum coverage against the National Curriculum for each unit of work. We then produced curriculum coverage, assessment and progression grids for Key stage 1 and Key Stage 2. These show for each unit the Key programmes of study from the National Curriculum that are covered they also give the staff a progression statement – so indicate for staff what expected looks like for their mixed age class, they identify a key assessment opportunity and

they also cross reference the unit with the KLIPS (Key Learning indicators of performance) that we use to support with assessment for learning. Click links below for overviews of KS1 and KS2



Curriculum

Coverage, assessment



Curriculum

Coverage, assessment

e.g.

## Year 3 Unit 1

### Key - History Programme of Study Statement covered

- Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.

### Key Assessment Opportunity

- Change and development; address and devise historically valid questions about change, similarity and difference; note connections, contrasts and trends over time.

### Progression Statement in Rising Stars History

#### 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.

#### 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.

### KLIPS Coverage

- 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
- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.



## Curriculum Progression of skills and knowledge grids

Alongside the Curriculum Coverage, assessment and progression grids we also produced for the staff **Curriculum Progression of skills and knowledge grids**. These cover Foundation Stage to Year 6. These support the staff with planning for a mixed class.

These grids support with effective teaching and learning. The 'Progression' within Key Knowledge and Skills grids identify: -

- Substantive Concepts
- Disciplinary Concepts
- Key Vocabulary
- Substantive Knowledge
- Chronological knowledge
- Making Connections (Prior Learning)
- Disciplinary Concepts (Key Skills)
- Key Assessment Opportunities

They give clarity as to the expectations at each stage, they identify the specifics from the National Curriculum that are addressed by the skills and knowledge and they give expectations for working towards, meeting expectations and exceeding. These in turn support with planning differentiated tasks and also with assessment for learning as they give the specific guidance to the staff upon which judgements can be made.



Progression of Skills and Knowledge



Year 1.docx



Year 2.docx



Year 3.docx



Year 4.docx



Year 5.docx



Year 6.docx

Progression Framework: Breaks down the History National Curriculum into individual statements with 'what to look for' guidance for working towards, meeting, and exceeding expectations to help teachers identify gaps in pupils' knowledge and understanding.

e.g.

### Historical Knowledge – 1. Constructing / Communicating the past

#### Key Stage 1

#### NC - Progression Statement (additional Guidance)

Know where people and events fit within a chronological framework.

Study historical periods, some of which they will study more fully later.

**What to look for guidance**  
**(Working towards expectations)**

- Can identify relevant features of particular historical themes, events and people from family, local, national and global history (e.g. recall some events and people associated with the Gunpowder Plot).

### **What to look for guidance (Meeting expectations)**

- The pupil can briefly describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of the Gunpowder Plot).

### **What to look for guidance (Exceeding expectations)**

- The pupil can explain a range of features covering family, local, national and global history and draw a range of conclusions (e.g. recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it)

## **Curriculum Implementation**

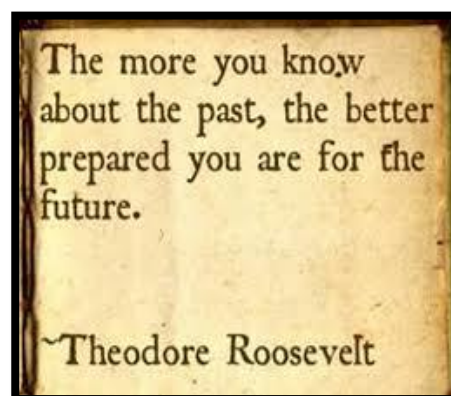
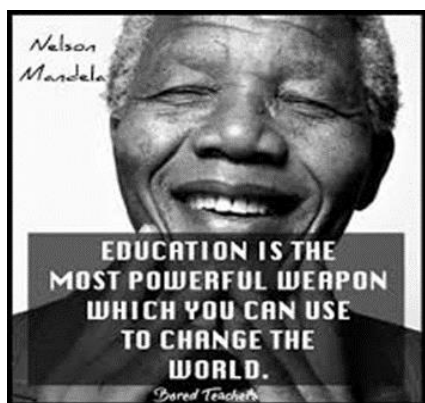
### **EYFS**

In Foundation, children will learn about how family members lived in the past, as well as our local geographical area through our 'All About Me' topic. Children will have experience of using a range of equipment and sources (including maps) to enable them to find out and gather information which they then used to further their understanding and learning. Throughout the year, children will touch on a variety of world religions, allowing our children to further find out and understand about different celebrations within other cultures and religions. They will have had opportunities to explore, observe and find out about people, places, cultures, technology and the environment, and will take part in rich and meaningful first-hand experiences such as cooking, visiting places in the local community (e.g. church and library), as well as enjoying visitors and school trips that enhanced their learning. In Reception our R.E. allows children to learn about Christianity and Sikhism in particular. Our children will understand the natural changes that occur throughout the year. In Reception this is through our Forest Schools sessions and 'Nature Detectives' topic.

### **Y1 - 6**

Our History curriculum is taught and implemented successfully, with the following strengths:

- Subject knowledge (***including content and pedagogy***) of teachers is strong – this is supported by an effective scheme of work which includes additional supportive materials for teachers to read around prior to teaching



**Teaching Units:** - Each unit employs the same structure and includes: Unit Overview: An at-glance overview of what will happen in the half termly unit. It offers practical advice regarding the resourcing and teaching the unit of work.

It starts with the unit title and key enquiry question for the unit and includes these features:

**Related units:** Indicates which other units in the scheme relate to this one.

**YEAR 5 UNIT 1 – THE ANGLO-SAXONS:**  
Was the Anglo-Saxon period really a Dark Age?

**Related units:** Year 4 Unit 2: Roman Britain

**Unit overview**

In this unit, the children will learn about the world of the Anglo-Saxons. They will consider why they came to Britain and whether the period deserves to be called the 'Dark Ages'. Links will be made to prior learning, particularly to Year 4 Unit 2: Roman Britain. Throughout the unit, there is a strong focus on the range of sources that provide us with evidence about the people living at that time. The children will examine archaeological evidence, such as the Sutton Hoo ship burial and the Staffordshire hoard, while using written evidence from the time, including Beowulf, to provide context for the archaeological finds. They will learn about the importance of archaeological evidence and the work of the archaeologist, as well as the accidental finds of metal detectorists. You may decide to incorporate a visit to a museum into the unit, and some ideas have been included on potential locations.

The Big Finish in week 6 is an excavation (or simulated excavation) in the school grounds. This is an opportunity for the children to work as archaeologists in their own environment.

**Key vocabulary**

Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.

**Knowledge, skills and concepts**

In this unit, the children will:

- develop a chronologically secure knowledge and understanding of British and world history
- develop the appropriate use of historical terms
- understand how our knowledge of the past is constructed from a range of sources
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- note connections, contrasts and trends over time
- regularly address and devise historically valid questions about significance.

**Cross-curricular links**

- **Art:** writing in runes, making a rune stick, writing illuminated letters
- **DT:** making a model of an Anglo-Saxon village
- **English:** drama and storytelling, debating
- **Geography:** map work, settlements, how physical geography impacted settlements
- **PSCHE/Citizenship:** making informed, responsible choices
- **RE:** exploring different beliefs, burial practices
- **Science:** how to select materials for a certain job, including weaponry, housing and jewellery

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**YEAR 5 UNIT 1 – THE ANGLO-SAXONS:**  
Was the Anglo-Saxon period really a Dark Age?

**Related books for wider reading**

- *Beowulf* by Michael Morpurgo
- *Anglo-Saxon Boy* by Tony Bradman
- *King Arthur & the Knights of the Round Table* by Marcia Williams
- *Anglo-Saxons* by Anita Ganeri (*Writing History*)

**Subject knowledge and teaching guidance**

The Saxons were not just one people – they included Jutes, Danes, Frisians – but for convenience, historians talk about them as Saxons. After the Romans left, some Saxons were invited to come to eastern England to help protect the country from invasion. As Britain was relatively rich, many more came – making up perhaps one-quarter of the population. In some places, Saxons and Britons co-existed quite happily, but not everywhere. It took a long time for things to settle down; even then, strong kings would expand the areas they controlled, whereas weak kings would lose land. Despite this, England was still a rich country. This is what attracted the Vikings from 793 onwards, and the Saxons had to fight to protect themselves from the invaders. Saxons were initially pagans, but gradually they became Christian, building churches and setting up monasteries, which became centres of learning. There is plenty of evidence of trade with the rest of the

**Places to visit**

- Ashmolean Museum, Oxford
- Jarrow Hall (includes Bede museum and reconstruction Anglo-Saxon farm and village)

**Unit Overview:** Information on progression – how this unit builds on previous ones and is linked to subsequent units. It also gives information on the Big Finish (the final task and the end of the unit) and how it showcases the pupils' learning

**Knowledge, skills and concepts:** Key history knowledge and skills developed through the unit.

**Key vocabulary:** Vocabulary children should come to know and understand throughout the unit. [This links to our whole school 'Improvement Focus' – Vocabulary Development](#)

**Cross-curricular links:** Suggestions on how this unit could be used in a cross curricular way alongside work in other subject areas.

**Subject knowledge and teaching guidance:** The subject knowledge underpinning the unit for the teacher to know prior to teaching.

**Related books for wider reading:** Suggestions for age-related fiction and nonfiction books related to the unit.

**Places to visit:** Suggestions of historical places of interest to visit related to the unit. [This links in with our Cultural capital focus](#)



**Assessment:** Guidance on how to assess the unit, linked to the Rising Stars progression framework and a focused assessment task. **We have used this to develop our own assessment and tracking grids**

**Key assessment opportunity:** Outlines what pupils working towards, meeting and exceeding expectations should achieve in the end of unit task.

### Session plans:

Each unit has six sessions (based on roughly two hours for each), which move from a shared starting point to a Big Finish, where learning is showcased. The planning is entirely editable and flexible

Autumn  
Year 2

Bonfire Night and the Great Fire of London  
Should we still celebrate Bonfire Night?

RISING STARS  
History 

#### Week 1: What happened on 5th November 1605?

Learning objective	To understand what the Gunpowder Plot was.
Key question	What happened on 5th November 1605?
Knowledge, skills and concepts	<ul style="list-style-type: none"><li>Develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>Choose and use parts of stories and other sources that they know and understand key features of events.</li><li>Understand some of the ways in which we find out about the past.</li><li>Identify different ways in which it is represented.</li></ul>
Success criteria	<ul style="list-style-type: none"><li>I can describe how Bonfire Night is celebrated today.</li><li>I can describe the main events of the Gunpowder Plot.</li><li>I can explain the importance of using a range of evidence when studying an event.</li></ul>
Key vocabulary	Stuart period, King James I, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally
Activities	<ol style="list-style-type: none"><li>Display <b>teaching slide 6</b> to the class and play the video clip. Then allow the children time to look at the image of the fireworks. Ask the children to share words and thoughts to describe Bonfire Night, reflecting on their own experiences of it. Keep a record of these. Ask: <b><i>Does anyone know why we celebrate Bonfire Night on 5th November?</i></b> Share some ideas.</li><li>Explain to the children that they will now become time travellers! Display <b>teaching slide 7</b> and explain that they will travel along the timeline, all the way back to 1605. Inform the children that this is often referred to as the Stuart period, after the family name of the king at the time – King James I. (You may wish to add that the name of our</li></ol>

**Learning objective:** States the main objective of the session.

**Key question:** The pupils should be able to answer this on completion of the unit.

**Knowledge, skills and concepts:** Key history knowledge and skills developed in the session.

**Success criteria:** Expressed as 'I can' statements.

**Key vocabulary:** The pupils should acquire, understand and be able to use this appropriately.

**Activities:** Engaging activities, often using focussed questions that introduce subject-specific skills and knowledge.

**Subject knowledge:** Historical knowledge the teacher needs prior to the lesson.

**Resources needed:** Lists additional resources that are provided as separate files, as well as any additional resources required.

**Teaching slides:** Walk through the unit and can be used entirely flexibly by the teacher, however they see fit. They provide all the photographs, images and resources needed to teach the unit.

The screenshot shows a presentation interface with a sidebar on the left containing seven numbered slides. The main slide, numbered 6 in a green circle, has a yellow background and contains the text 'What does this film and image make you think of?' in green. Below this text is a blue-bordered box with a YouTube link: <https://www.youtube.com/watch?v=QFNSBKFXc8I>. To the right of the link is a photograph of fireworks exploding at night. Below the photo is the copyright notice '© SteveAllenPhoto / iStock'. At the bottom of the slide, it says 'Rising Stars 2019 © Hodder & Stoughton Limited' and features the 'Rising Stars History' logo. A 'Click to add notes' button is visible at the bottom left of the slide area.

**Pupil resources:** Include all maps, images, scaffolds and pupil-facing materials, and many are editable for flexibility.

**End-of-unit quizzes:** these can be completed independently or as a class. They allow summative assessment of key vocabulary and knowledge acquired in the unit.

### Approach of the Units

Within each unit there is time for the pupils to think deeply about an area of learning in a topic before they move on to the next one. They will have many opportunities to ask questions, discuss, communicate understanding and revise their ideas. This approach has led to the selection of some areas of knowledge in more depth within an area of study rather than trying to cover everything at a surface level. A key feature of Rising Stars History is narratives about the people and places in the past and how they are linked with society today.

### Chronological understanding

Within each unit there is a strong emphasis on developing pupils' chronological understanding. The introductory lessons include activities using timelines to locate the period, person or event and to consider it in relation to other periods studied and the present day. Pupils will be required to consider other events, people and societies occurring at the same time locally, nationally and globally. Timelines are provided within the teaching slides and these should be supplemented with others on view within the classroom. Ideally these timelines should be displayed from the beginning of the year and reference made to them throughout topics. Pupils could also have timelines in their history books with opportunities for them to annotate during topics.

### The Big Finish

Each unit ends with 'The Big Finish' which is designed to consolidate, share and celebrate the learning that has taken place. Many have a strong cross-curricular link and provide opportunities for creative learning, for example designing a memorial in Year 1 or writing a Viking saga in Year 5. Where possible, there is an element of choice and flexibility so pupil and teacher interests can be pursued. These may also be adapted to reflect the resources available in school, for example the proposed archaeological excavation in Year 5. Many provide opportunities for pupils to engage with other classes in school, parents and the wider community, for example creating an exhibition about the impact of war on the local area in Year 6.

## Local history units

The local history units are introduced in KS1 and then developed in KS2. Although these units are intended to be taught in the summer, it is recommended that these units are planned and introduced at the beginning of the year. As these units are dependent on local sources of evidence these are the most difficult units within the scheme to resource. The units refer to classroom displays to support learning. These should include a range of questions from the unit including the key question and sub-questions. Subject specific vocabulary should be included with definitions. Timelines with key dates should accompany the display and, where appropriate, maps could support pupils in locating where events took place. Where possible, artefacts and texts should accompany the display.

In Y1/2 and Y3/4 we supplement the Rising stars Scheme encompassing local elements relative to our children. We updated this offer in July 2023 after much research – see below for summary of this: -

### Y1/2 – Local History Focus

#### Our Local Heroes



As the children will be creating their own mini museum, it is a good idea to build a visit to the local museum. / Research the Miller Family, invite a local history group to share artefacts and give a talk. / Invite in the Richard Dumbreck Trust. / Visit St Anne's Church and the graveyard. / Wider locality – John Bickerstaffe, Mayor of Blackpool who was instrumental in the building of Blackpool Tower.

Focus on 2 local heroes – one from the past and one from the present – ensure that diversity is addressed (cultural, ethnic and social backgrounds and from different eras). Choose from the following

1. Richard Dumbreck – links to the Trust and the role he played in the Growth and Development of Singleton Village from 2003 onwards
2. Miller family – built key parts of the village –e.g. school/ village hall / station etc
3. Lubaina Himid, artist – from Preston – first Black winner of the Turner Prize
4. Saira Hussain, architectural designer Saira is one of the UKs most successful and influential women working in architecture. She established Hussain Architectural Design in Burnley in 2011 when she was 23 and, despite being told that construction is no place for a woman, Saira has built an internationally award-winning business. Could compare the buildings she has designed with the ones in the Village

### Y3/4 – Local History focus

#### Local History – significant buildings



Visit local listed buildings e.g. Blackpool Tower / Local museums.

- Blackpool Tower
- Winter Gardens

#### Resources

<https://www.showtownblackpool.co.uk/be-a-part-of-it/school-visits>

<https://www.liveblackpool.info/about/history/history-of-blackpool-and-growth-of-the-town/>

[https://en.wikipedia.org/wiki/Listed\\_buildings\\_in\\_Poulton-le-Fylde](https://en.wikipedia.org/wiki/Listed_buildings_in_Poulton-le-Fylde)

#### Singleton

- St Anne's Church
- Fire Station
- Lych gate

- [https://en.wikipedia.org/wiki/Listed\\_buildings\\_in\\_Singleton,\\_Lancashire](https://en.wikipedia.org/wiki/Listed_buildings_in_Singleton,_Lancashire)
- The impact of the Miller Family on the growth and development of the Village

Poulton

Listed buildings have been placed on the National Heritage List for England. The older a building is, the more likely it is to be listed. Usually, a building needs to be at least 30 years old to be listed.

### **Visits – Cultural Capital Opportunities**

In order to develop a broad, rich and deep geographical education we believe children learn through experience. It is therefore considered essential to provide the children with hands on experiences, through educational visits. We aim to address this with suggestions on the two-year cycle with Educational visits, trips, explorations of the locality and real experience.

There are a range of opportunities for enrichment experiences including learning outside the classroom. Some suggestions are provided for visits to museums related to the topic. A good starting point is always to contact any local museums to see if they have a relevant collection, workshop, outreach opportunity or even a loan box of resources.

We are blessed with the locality on our doorstep steeped in history, from the growth of Blackpool as a Seaside destination, to Preston that illustrates beautifully the impact of Industrial Revolution - which had significant implications for our little village with the Miller Family, their mills and the development of The Richard Dumbreck Trust which benefits the village and the school. As we embed the new scheme we will further develop opportunities based on our locality and the resources it has to offer.

### **Rationale for Sequencing and Selection of Units**

The history curriculum at Singleton School is designed (using a best endeavours approach within a two year rolling programme) to enable pupils to acquire a rich web of knowledge as the sequence and selection of topics builds on previous units and feeds forward to future learning.

- The introductory Year 1 unit 'My Family History' unit links with common themes of family, home and change covered within EYFS.
- Within KS2 the British history units follow a chronological approach to support pupils in developing a clear long-term narrative across history.
- Local history units are taught in the summer to facilitate the introduction of fieldwork. The three local history units become increasingly more challenging over the scheme as pupils engage with a broader range and more complex sources of evidence.
- Some units are taught within Upper KS2 due to their more challenging content, for example migration and refugees in the Year 5 'Journeys' unit. Additionally, studying at this level provides opportunities for investigating more complex themes for example government and democracy in the Year 6 'The Ancient Greeks' unit. Throughout the scheme, pupils are guided to make links between the topics taught.

### **Progression**

All pupils work on the same core tasks with accompanying materials. Those that grasp content and concepts quickly can go on to work on the '**stretch and challenge**' extensions within a task. This will require them to go into greater depth, for example by making connections to other societies or time periods studied. They will be guided to look at concepts in greater depth, for example they will begin to categorise the causes of an event and to compare their importance. Those that are not sufficiently confident may be targeted for extra support.

As the Curriculum Coverage and Progression Charts show, skills and knowledge are introduced then revisited in different units and in different contexts. This enables progression to be identified, planned for, developed and monitored. Progress in developing skills and understanding concepts is achieved through meaningful connections with areas of historical knowledge. The key assessment tasks provided within the units provide criteria for each area of the National Curriculum with the expectations for pupils working towards, meeting and exceeding expectations. These statements support with target setting.

## Differentiation

Rising Stars History scheme of work is designed so that all pupils can and should receive their entitlement to history within a broad and balanced curriculum. Those working towards expectations will work on the same tasks but may need greater support and may not complete all levels of an activity. They may choose to demonstrate their knowledge and understanding orally or visually, to avoid limited literacy skills hindering their achievements within the subject. Where possible, pupils will be supported through paired and group work. Questions posed within sessions provide opportunities for all pupils to be able to contribute.

Pupils working above expectations are expected to undertake activities with greater independence and to be provided with some opportunities to make choices on how they learn and can communicate their knowledge.

## Assessment

1. Teachers monitor and track using the KLIPs (Key Learning Indicators of Progression) these are a set of skills / knowledge that have been devised through breaking down the national curriculum into progressive steps
  - Each lesson has been cross referenced with the KLIPs as well as the National Curriculum. Teachers highlighted the KLIPS coverage and understanding as they teach. The KLIP grids form a continuous record of progress.
2. Alongside the KLIPs tracking we have used the assessment tasks within the scheme to develop **KEY ASSESSMENT OPPORTUNITIES**. These tasks are linked directly to the National Curriculum.
  - These are identified as the Key assessment opportunity. The Key assessment opportunities have been developed to ensure that all aspects of the National Curriculum are assessed throughout the child's historical learning journey at primary school. See below for examples



Year 1 Unit 1 -  
Assessment.docx



Year 3 Unit 3-  
Assessment.docx



Year 6 Unit 2-  
Assessment.docx



Year 2 Unit 2-  
Assessment.docx



Year 5 Unit 1-  
Assessment.docx



Year 4 Unit 3-  
Assessment.docx

3. Assessment guidance and support has been developed for each unit.
  - This identifies for staff the NC that is being assessed.
  - This identifies the skills, knowledge and concepts
  - This identifies Key vocabulary to be assessed
  - It also gives an assessment overview – which includes an outline of the task, what to look for in the responses from the children and gives clarity as to what working towards, meeting and working in greater depth specifically looks like for that unit.
  - The guidance also provides prompts for Key questions and areas to make notes
4. The Rising Stars scheme also provides in-depth overviews of each assessment task
  - The assessment opportunities included in Rising Stars History are planned to have maximum impact on pupils while adding the minimum burden to teacher workload. Each



unit has a key assessment opportunity which links with the Rising Stars History progression framework that is cross-referenced to the National Curriculum. It also links to the information contained in the Curriculum Coverage and Progression Charts. These assessment opportunities will enable the teacher to monitor progress made by individual pupils and review areas where the class or groups excels, or where areas of learning need to be revisited, developed and consolidated in a different context. The subject leader can also utilise the information to inform and further develop curriculum design, teaching approaches and resourcing. It can provide opportunities for moderation across classes and enable pupils to know how they are performing in the subject and what they need to do to achieve the next stage in their learning journey.

- Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on pupil-pupil discussion, or teacher-pupil conversation, checking that historical vocabulary has been acquired, is understood and can be used correctly (associated with visual images where relevant). These opportunities check understanding, identify misconceptions, enable direct feedback and allow for adaptation without unnecessary elaboration or differentiation.
- Much of the evidence of pupil progress in history can be collected without adding extra workload or adapting teaching approaches. The use of a history big book or achievement folder, including images with annotations of the broad range of practical work covered, could provide a valuable source of evidence of impact.
- Finally, an online end-of-unit quiz is also included in each unit. These are designed to enable pupils to assess their own progress in acquiring knowledge and to support retention of the information. They can also provide the teacher with a quick check on where an aspect of learning needs revisiting and reinforcing.

## **IMPACT**

### **EYFS**

Our children will leave the Foundation Stage with a firmer understanding and respect for people and communities and the world in which they live. Pupils understand the different roles people play within our society and will know that by calling 999 they can reach the emergency services. They will be observant, describing the changes they notice around them. They will be confident to talk about their families and friends. Pupils will care about their immediate environment and know that they can have an impact on the wider world.

### **Y1- 6**

- The impact of Rising Stars History is evidenced through the pupils' use and understanding of the knowledge, skills, concepts and specialist vocabulary.
- It is evidenced by the use and outcomes of the varied activities, assessments and quizzes provided.
- The broad range of approaches for pupils to communicate their knowledge ensures that everyone can demonstrate progression and impact. In particular, it is evidenced by the pupils' ability, willingness and confidence in addressing and discussing each unit's key question, giving a response focusing on historical vocabulary, skills and concepts.
- Pupils understand and can clarify to others what history is and the importance and value of studying the subject. They can explain to others how they are progressing and what they can do to get better in the subject.

## Subject knowledge for teachers

The Rising Stars History Scheme focuses on the subject as an individual discipline and it sets high expectations for the quality of teaching within the subject. However, the structure and levels of support within the scheme considers that most primary teachers and many history subject leads are not subject specialists.

The core historical knowledge needed by each teacher is identified in the unit overview and in greater depth in the session plans. Sample responses are provided to questions posed to guide non-specialist teachers on expectations. A resource list with useful quality websites and resources is included to support further teacher research.

We believe that this vital to support with workload and also quality teaching and learning experiences.

### 'Real' history

Teachers become familiar and confident in using an enquiry approach over the course of the scheme. This follows the same model in each unit with an overarching question and then a series of sub questions. These are linked to a main area of conceptual understanding.

- Knowledge, skills and concepts are taught holistically and are underpinned by the pupils developing a good grasp of subject vocabulary.
- Over the course of the enquiry the pupils acquire the knowledge to move them towards answering the overarching question. Initial hooks are often used to engage the pupils within the enquiry.
- Using a range of sources of evidence, pupils will ask questions, suggest hypotheses and then go on to review and refine their original answers and ideas.
- As well as the prompt questions included, it is hoped that the pupils will develop skills in posing their own questions.
- Through this approach, pupils will acquire a model of learning whereby they are able to transfer knowledge and understanding from one period studied to another.
- Following this process, pupils (and teachers) will acquire greater confidence to take on the challenges of learning about a new topic.
- Each unit utilises a range of rich and varied primary historical sources. These include written documents, images of artefacts and artist impressions.
- Teachers are encouraged to support these by introducing artefacts (genuine if possible), oral testimony and the use of the environment.
- Within the enquiry pupils will develop a strong chronological framework of knowledge and will sequence events and periods studied.
- They will begin to develop a sense of history by identifying the key features within them. Throughout a topic, alongside acquiring historical knowledge, pupils will also develop historian skills. Some of these skills, including researching and communicating knowledge, are not confined to the study of history.
- They will also develop a better understanding of the big ideas in history, known as second order concepts. These include significance, change, continuity, similarity, difference, causation and consequence.
- The pupils will communicate their knowledge and understanding, and select and structure appropriate information in a variety of ways through oral, written and visual outcomes (or with elements of each). As the pupils gain confidence, there should be some flexibility to enable the pupils to choose which approach best fits the topic and activity.

- The Curriculum Coverage and Progression Chart and the key assessment opportunities will support teachers in identifying those pupils working at greater depth and ensuring sufficient challenge and pace.

### **Adapting to schools' individual settings, needs and priorities**

We have found the Rising Stars History scheme to be inherently flexible.

- All resources are editable, so once teachers are confident with the material, they can edit it to suit a cohort, a setting, the school environment, a teacher's specialist knowledge, interests, or topical events, such as the discovery of a hoard or links with a significant anniversary.
- They can introduce examples from their locality within the British history units as appropriate, for example swapping out the study of the Staffordshire Hoard with a local find during the Year 5 'The Anglo-Saxons' unit. Historic England's 'Search the List' website can support them in this process.
- Teachers can also build up their own resource of local materials, especially photographs, plans and maps. Some links with other subjects have been identified, but it would be possible to adapt the materials to accommodate cross-curricular teaching, if this is the model a school prefers.
- Our staff are encouraged to consider how history can link meaningfully within other areas of learning within the school curriculum prior to embarking on the scheme.

## Cycle A- History and Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1 /2</b> <b>History /</b> <b>Geography</b>  RISING STARS	<b>Geography</b> (Y1) Our Local Area	<b>History</b> (Y1) My Family History  SUBSTANTIVE CONCEPTS Childhood	<b>Geography</b> (Y2) Journeys - Food	<b>History</b> (Y2) Holidays  SUBSTANTIVE CONCEPTS Childhood, Equality	<b>Geography</b> (Y1) Animals and their Habitats	<b>History</b> (Y1) Great Inventions – Transport  SUBSTANTIVE CONCEPTS Leadership
<b>Year 3/4</b> <b>History /</b> <b>Geography</b>  RISING STARS	<b>History</b> (Y3) The Stone Age  SUBSTANTIVE CONCEPTS Agriculture, Migration, Civilisations, Society,	<b>Geography</b> (Y3) Climate and Weather	<b>Geography</b> (Y4) Rivers and the Water Cycle	<b>History</b> (Y4) Roman Britain  SUBSTANTIVE CONCEPTS Leadership, Migration, Civilisations, Society,	<b>History</b> (Y3) Local History  SUBSTANTIVE CONCEPTS Childhood, Society,	<b>Geography</b> (Y3) Coasts
<b>Year 5/6</b> <b>History /</b> <b>Geography</b>  RISING STARS	<b>History</b> (Y5) The Anglo-Saxons  SUBSTANTIVE CONCEPTS Leadership, Migration, Civilisations, Worship, Society,	<b>Geography</b> (Y5) Journeys - Trade	<b>History</b> (Y6) The Ancient Greeks  SUBSTANTIVE CONCEPTS Leadership, Civilisations, Worship, Society,	<b>Geography</b> (Y6) Protecting the Environment	<b>History</b> (Y5) Journeys  SUBSTANTIVE CONCEPTS Migration, Civilisations, Society, Equality	<b>Geography</b> (Y5) Changes in the local environment

## Cycle B- History and Geography

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1 /2</b> <b>History /</b> <b>Geography</b>  RISING STARS	<b>Geography</b> (Y2) Seasons	<b>History</b> (Y2) Bonfire Night and the Great Fire of London  <b>SUBSTANTIVE CONCEPTS</b>  Leadership, Civilisations,	<b>Geography</b> (Y1) People and their Communities)	<b>History</b> (Y1) The Greatest Explorers  <b>SUBSTANTIVE CONCEPTS</b>  Leadership, Civilisations,	<b>Geography</b> (Y2) Animals and their habitats	<b>History</b> (Y2) Our Local Heroes  <b>SUBSTANTIVE CONCEPTS</b>  Childhood, Leadership
<b>Year 3/4</b> <b>History /</b> <b>Geography</b>  RISING STARS	<b>Geography</b> (Y4) The Americas	<b>History</b> (Y4) The Ancient Egyptians  <b>SUBSTANTIVE CONCEPTS</b>  Leadership, Civilisations, Worship, Society,	<b>History</b> (Y3) The Bronze Age and the Iron Age  <b>SUBSTANTIVE CONCEPTS</b>  Agriculture, Civilisations, Society,	<b>Geography</b> (Y3) Our World	<b>Geography</b> (Y4) Earthquakes and Volcanoes	<b>History</b> (Y4) Crime and Punishment  <b>SUBSTANTIVE CONCEPTS</b>  Society, Equality
<b>Year 5/6</b> <b>History /</b> <b>Geography</b>  RISING STARS	<b>Geography</b> South America – The Amazon (Y6)	<b>History</b> The Maya Civilisation (Y6)  <b>SUBSTANTIVE CONCEPTS</b>  Agriculture, Civilisations, Worship, Society	<b>History</b> The Vikings (Y5)  <b>SUBSTANTIVE CONCEPTS</b>  Leadership, Migration, Civilisations,	<b>Geography</b> Europe – A Study of the Alpine Region (Y5)	<b>Geography</b> Our World in the Future (Y6)	<b>History</b> The Impact of War (Y6)  <b>SUBSTANTIVE CONCEPTS</b>  Leadership, Civilisations, Society