History
KS1 Curriculum Coverage and Progression Framework 2021-2022

Primary History Programme of Study Statement	Unit of Study where Skill is Covered (**BOLD** where key assessment focus takes place)	Statement of Progression
Historical Knowledge: Constructing the past		
Study knowledge of and can recall key information and characteristic features of historical periods.	Year 1: My Family History Year 1: Bonfire Night/ Gunpowder Plot Year 2: The Great Fire of London	**End of Year 1, expected:** In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot. Descriptions of the above demonstrate some understanding of the characteristic features of the period studied, e.g. technology available to gradnparents or great-grandparents or religion. **End of Year 2, expected:** Can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Great Fire of London. Descriptions of the above demonstrate an understanding of the characteristic features of the period studied, e.g. technology available.
Historical Knowledge: Sequencing the past		
Know where people and events fit within a chronological framework.	Year 1: My Family History Year 1: The Greatest Explorers Year 1: Bonfire Night/ Gunpowder Plot Year 2: The Great Fire of London **Year 2: Holidays**	**End of Year 1, expected:** Can depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic, e.g. events related to family life in the past in correct order. **End of Year 2, expected:** Can sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied, e.g. seaside holidays in the past in the correct order. Begin to explain why they have placed the items in this sequence.
Develop awareness of the past, using common words and phrases relating to the passing of time.	**Year 1 : My Family History** Year 2: The Great Fire of London Year 2: Holidays	**End of Year 1, expected:** Begin to use a range of common words relating to the passage of time, e.g related to a discussion of their grandparent's pupilhood, e.g. now, then, new old, when, before, etc. Demonstrate a secure understanding of the words used. Will require little prompting to use these words. **End of Year 2, expected:** Can use a wider range of terms and phrases, e.g. nowadays, in the past, previously, and depending on the context and opportunities be able to use more complex terms, e.g. last century, decade, and those related to time periods. Demonstrate secure understanding of the terms used. Independently use the terms appropriately.
History Concepts: Change and Development/Similarity and Difference		
Identify similarities and differences between ways of life in different periods/times.	**Year 1: My Family History** Year 2: Holidays	**End of Year 1, expected:** Can identify independently a range of similarities, differences and changes within a specific time period, e.g. between early and modern toys. **End of Year 2, expected:** Can describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics, e.g. between holidays at different times in the past and today. May begin to demonstrate an understanding of which are the most important differences and why.
History Concepts: Cause and Effect		
Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect.	**Year 1: Bonfire Night/ The Gunpowder Plot** **Year 2: The Great Fire of London**	**End of Year 1, expected:** Can identify at least one relevant cause for, and effect of, several events covered, e.g. of the Gunpoweder Plot. **End of Year 2, expected:** Can identify several causes and effects of events covered, e.g. the Great Fire of London. Will begin to understand that some of the causes and/or effects are of particular importance, e.g. for the Great Fire of London taking place.
History Concepts: Significance and Interpretations		
Understand some of the ways in which they can find out about the past and identify different ways it is represented.	**Year 1: The Greatest Explorers** Year 2: Our Local Heroes Year 2: Great Fire of London	**End of Year 1, expected:** Demonstrate through examples and discussion an understanding of the term 'significance'. Can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery. Will begin to make connections between significant events or people, e.g. the explorers studied. **End of Year 2, expected:** Can give a broad range of valid reasons why someone or something is significant. Demonstrate a secure understanding of the term significance. Can give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant. Can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another.
Historical Enquiry: Planning and Carrying out a Historical Enquiry		
Ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms.	**Year 1: The Greatest Explorers** Year 2: Our Local Heroes	**End of Year 1, expected:** Can plan a small enquiry by asking relevant questions. Can find relevant information to answer questions using at least one story and another type of source, e.g. 'Which are the most significant explorers?' Can use appropriate historical vocabulary. **End of Year 2, expected:** Can pose a range of valid questions independently. Can find relevant information from more than one source to confidently answer these questions. e.g. to answer 'Why we should remember a local hero?' Can use a range of appropriate vocabulary in both their questions and answers.
Historical Enquiry: Using Sources as Evidence		
Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Year 1: My Family History **Year 2: Our Local Heroes**	**End of Year 1, expected:** Can extract some information from more than one type of source to find out about an aspect of the past. e.g. about their grandparent's childhood. These sources could include written, visual, oral sources and artefacts including the environment. **End of Year 2, expected:** Can select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to answer historical questions, e.g. about a local hero. Demonstrate an understanding that some sources are more useful than others in providing information to answer a historical question.

History

Lower KS2 Curriculum Coverage and Progression Framework 2021-2022

Primary History Programme of Study Statement	Unit of Study where Skill is Covered (**BOLD** where key assessment focus takes place)	Statement of Progression
Historical Knowledge: Constructing the past		
Develop knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	Year 3: The Stone Age Year 3: The Bronze Age and the Iron Age **Year 3: The Ancient Egyptians** **Year 4: Roman Britain**	**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. **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 Roman Britain, identifying three or more of the main achievements of the Romans and providing some valid detailed reasons for their selections. Will begin to make some reference to other societies, but their reasoning may be undeveloped.
Historical Knowledge: Sequencing the past		
Develop chronologically secure knowledge and understanding of British, local and world history.	**Year 3: The Stone Age** **Year 3: The Bronze Age and the Iron Age** **Year 3: The Ancient Egyptians** **Year 4: Roman Britain** **Year 4: Crime and Punishment**	**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. **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.
History Concepts: Change and Development/Similarity and Difference		
Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	**Year 3: The Stone Age** Year 4: Crime and Punishment	**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.
History Concepts: Cause and Effect		
Address and devise historically valid questions about cause.	Year 3: The Stone Age **Year 4: Crime and Punishment**	**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. **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.
History Concepts: Significance and Interpretations		
Address and devise historically valid questions about significance.	Year 3: The Stone Age Year 3: The Bronze Age and the Iron Age Year 4: Our Local Area **Year 4: Roman Britain**	**End of Year 3, expected:** Can select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. which age is the most significant. 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 age is the most significant. **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 or which buildings are of particular significance within their locality. 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.
Understand how and why different interpretations of the past have been constructed.	Year 3: The Stone Age Year 3: The Bronze Age and the Iron Age **Year 4: Roman Britain**	**End of Year 3, expected:** Can identify a number of ways in which two versions of the same account may differ. Can provide a reason why the two accounts of the same event might differ, e.g. in the story of the Amesbury Archer. Can identify a number of ways in which the interpretations are the same and also different. Can provide a reason why the sources may differ, but this is undeveloped. **End of Year 4, expected:** Can identify a range of ways in which two or more accounts of the same event differ. Can comment on a range of possible reasons for the differences in a number of accounts, e.g. the pupil can identify a range of ways in which the accounts by Dio Cassius and Tacitus are the same and also different in their description of the battle and of Boudicca.
Historical Enquiry: Planning and Carrying out a Historical Enquiry		
Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Year 3: The Ancient Egyptians **Year 4: Our Local Area** Year 4: Roman Britain	**End of Year 3, expected:** Can independently devise a range of historically valid questions for a series of different types of enquiry. Will answer them with detailed structured responses making reference to specific sources of evidence related to, for example, 'How much did the Ancient Egyptians achieve?' Will use a range of relevant historical terms. **End of Year 4, expected:** Can independently devise significant historical enquiries based on a range of valid questions, e.g. related to 'What happened when the Romans came to Britain?' or 'Why should we preserve our locality?'. 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.
Historical Enquiry: Using Sources as Evidence		
Understand how our knowledge of the past is constructed from a range of sources.	Year 3: The Stone Age Year 3: The Bronze Age and the Iron Age **Year 4: Crime and Punishment**	**End of Year 3, expected:** Can understand how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?' Is aware that some sources may be more useful than others in answering certain historical questions. **End of Year 4, expected:** Can recognise possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like. Can use the sources to compile a detailed description of what Dick Turpin was like. Demonstrate an understanding that some sources may be more useful than others by commenting on the importance of some of the sources.

History
Upper KS2 Curriculum Coverage and Progression Framework 2021-2022

Primary History Programme of Study Statement	Coverage of Statement in *Rising Stars History* (**BOLD** where key assessment focus takes place)	Progression of Statement in *Rising Stars History*
Historical Knowledge: Constructing the past		
Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	Year 5: The Vikings **Year 6: The Maya Civilisation**	**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. **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.
Historical Knowledge: Sequencing the past		
Develop chronologically secure knowledge and understanding of British, local and world history.	**Year 5: The Ancient Greeks** **Year 5: The Anglo-Saxons** **Year 5: The Vikings** **Year 6: The Maya Civilisation** **Year 6: The Impact of War**	**End of Year 5, expected:** Will sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across the Key Stage 2 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. **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.
History Concepts: Change and Development/Similarity and Difference		
Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Year 5: The Anglo-Saxons **Year 6: The Impact of War**	**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. **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. 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. 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.
History Concepts: Cause and Effect		
Address and devise historically valid questions about cause.	**Year 5: The Vikings** Year 6: The Impact of War	**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. 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. 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. **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. Will order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order. 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. 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.
History Concepts: Significance and Interpretations		
Address and devise historically valid questions about significance.	Year 5: The Anglo-Saxons Year 6: The Maya Civilisation **Year 6: The Ancient Greeks**	**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. **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.
Understand how and why different interpretations of the past have been constructed.	Year 5: The Vikings **Year 5: Journeys** Year 6: The Ancient Greeks	**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. **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.
Historical Enquiry: Planning and Carrying out a Historical Enquiry		
Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	**Year 5: The Anglo-Saxons** Year 6: The Impact of War	**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. **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.
Historical Enquiry: Using Sources as Evidence		
Understand how our knowledge of the past is constructed from a range of sources.	Year 5: The Anglo-Saxons **Year 6: The Impact of War**	**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. **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.