



## National curriculum coverage in History using resources from the Rising Stars and Plan Bee\* schemes of work

	Key Stage 1	Year 1	Year 2
<b>Historical Knowledge: Constructing the past</b>	Study knowledge of and can recall key information and characteristic features of historical periods.	Unit 3: Great Inventions	Unit 1: The Great Fire of London*
<b>Historical Knowledge: Sequencing the past</b>	Know where people and events fit within a chronological framework.	Unit 1: My Family History Unit 2: The Greatest Explorers	Unit 2: Holidays*
	Develop awareness of the past, using common words and phrases relating to the passing of time.	Unit 1: My Family History	Unit 1: The Great Fire of London Unit 2: Holidays
<b>History Concepts: Change and Development/Similarity and Difference</b>	Identify similarities and differences between ways of life in different periods/times.	Unit 3: Great Inventions	Unit 2: Holidays
<b>History Concepts: Cause and Effect</b>	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.	Unit 3: Great Inventions	Unit 1: The Great Fire of London
<b>History Concepts: Significance and Interpretations</b>	Understand some of the ways in which they can find out about the past and identify different ways it is represented.	Unit 2: The Greatest Explorers Unit 3: Great Inventions	Unit 3: Famous Queens*
<b>Historical Enquiry: Planning and Carrying out a Historical Enquiry</b>	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.	Unit 2: The Greatest Explorers	Unit 3: Famous Queens*
<b>Historical Enquiry: Using Sources as Evidence</b>	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Unit 1: My Family History	Unit 3: Famous Queens*



## National curriculum coverage in History using resources from the Rising Stars scheme of work

	Lower Key Stage 2	Year 3	Year 4
<b>Historical Knowledge: Constructing the past</b>	Develop knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	Unit 1: The Stone Age Unit 2: The Bronze Age and the Iron Age	Unit 1: The Ancient Egyptians
<b>Historical Knowledge: Sequencing the past</b>	Develop chronologically secure knowledge and understanding of British, local and world history.	Unit 2: The Bronze Age and the Iron Age	Unit 2: Roman Britain
<b>History Concepts: Change and Development/Similarity and Difference</b>	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Unit 1: The Stone Age	Unit 3: Crime and Punishment
<b>History Concepts: Cause and Effect</b>	Address and devise historically valid questions about cause.	Unit 1: The Stone Age	Unit 3: Crime and Punishment
<b>History Concepts: Significance and Interpretations</b>	Address and devise historically valid questions about significance.	Unit 3: Lancashire Landmarks**	Unit 2: Roman Britain
	Understand how and why different interpretations of the past have been constructed.	Unit 2: The Bronze Age and the Iron Age	Unit 2: Roman Britain
<b>Historical Enquiry: Planning and Carrying out a Historical Enquiry</b>	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Unit 3: Lancashire Landmarks**	Unit 2: Roman Britain
<b>Historical Enquiry: Using Sources as Evidence</b>	Understand how our knowledge of the past is constructed from a range of sources.	Unit 1: The Stone Age Unit 2: The Bronze Age and the Iron Age	Unit 3: Crime and Punishment

\*\* Bespoke Local Area Unit



## National curriculum coverage in History using resources from the Rising Stars scheme of work

	Upper Key Stage 2	Year 5	Year 6
<b>Historical Knowledge: Constructing the past</b>	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.	Unit 2: The Vikings	Unit 1: The Maya Civilisation
<b>Historical Knowledge: Sequencing the past</b>	Develop chronologically secure knowledge and understanding of British, local and world history.	Unit 1: The Anglo-Saxons	Unit 2: The Ancient Greeks
<b>History Concepts: Change and Development/Similarity and Difference</b>	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Unit 1: The Anglo-Saxons	Unit 3: The Impact of War
<b>History Concepts: Cause and Effect</b>	Address and devise historically valid questions about cause.	Unit 2: The Vikings	Unit 3: The Impact of War
<b>History Concepts: Significance and Interpretations</b>	Address and devise historically valid questions about significance.	Unit 1: The Anglo-Saxons	Unit 1: The Maya Civilisation Unit 2: The Ancient Greeks
	Understand how and why different interpretations of the past have been constructed.	Unit 2: The Vikings Unit 3: Journeys	Unit 2: The Ancient Greeks
<b>Historical Enquiry: Planning and Carrying out a Historical Enquiry</b>	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Unit 1: The Anglo-Saxons	Unit 3: The Impact of War
<b>Historical Enquiry: Using Sources as Evidence</b>	Understand how our knowledge of the past is constructed from a range of sources.	Unit 1: The Anglo-Saxons	Unit 3: The Impact of War