



# Singleton Church of England Primary School

## Curriculum Coverage, assessment and Progression - Rising Stars

### Key Stage 1

#### KS1 Programmes of Study

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life - all units
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

#### Additional guidance

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms. – all units
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. – all units

Unit	Key - History Programme of Study Statement covered	Coverage of Statement in Rising Stars History (BOLD where key assessment focus takes place)	Progression of Statement in Rising Stars History	KLIPS Coverage
<b>Year 1 – Unit 1</b> <b>My Family History</b>	They should know where the people and events they study fit within a chronological framework	<ul style="list-style-type: none"> <li>• Year 1 Unit 1: My Family History</li> <li>• Year 1 Unit 2: The Greatest Explorers</li> <li>• Year 2 Unit 2: Holidays "</li> </ul>	<p><b>End of Year 1, expected:</b>            In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways.            Descriptions of the above demonstrate some understanding of the characteristic features of the period studied, e.g. technology available.</p> <p><b>End of Year 2, expected:</b>            Can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot and the Great Fire of London.</p>	<ul style="list-style-type: none"> <li>▪ Recognising the distinction between past and present.</li> <li>▪ Identifying <i>some</i> similarities and differences between their own present and aspects of the past.</li> <li>▪ Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>).</li> <li>▪ Recognising the distinction between present and past in their own and other people's lives.</li> </ul>

			<p>Descriptions of the above demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion.</p>	<ul style="list-style-type: none"> <li>▪ Identifying some similarities and differences between ways of life in different periods.</li> <li>▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>).</li> </ul>
<p><b>Year 1 – Unit 1 My Family History</b></p>	<p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p><b>Key Assessment Opportunity</b> Key area assessed in the Rising Stars Progression Framework <b>Sequencing the past; developing awareness of the past using common words and phrases relating to the passing of time.</b></p>	<ul style="list-style-type: none"> <li>• <b>Year 1 Unit 1: My Family History</b></li> <li>• Year 2 Unit 1: Bonfire Night and The Great Fire of London</li> <li>• Year 2 Unit 2: Holidays "</li> </ul>	<p><b>End of Year 1, expected:</b> Begin to use a range of common words relating to the passage of time, e.g related to a discussion of their grandparent’s childhood, 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.</p> <p><b>End of Year 2, expected:</b> 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.</p>	<ul style="list-style-type: none"> <li>▪ Understand and use simple historical concepts such as now/then and same/different.</li> <li>▪ To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</li> <li>▪ Understand historical concepts and use them to make simple connections and draw contrasts.</li> <li>▪ Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</li> </ul>
<p><b>Year 1 – Unit 1 My Family History</b></p>	<p>Know where people and events fit within a chronological framework.</p>	<p>Year 1 Unit 1: My Family History Year 1 Unit 2: The Greatest Explorers <b>Year 2 Unit 2: Holidays "</b></p>	<p><b>End of Year 1, expected:</b> 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.</p> <p><b>End of Year 2, expected:</b> 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."</p>	<ul style="list-style-type: none"> <li>▪ Recognising the distinction between past and present.</li> <li>▪ Identifying some similarities and differences between their own present and aspects of the past.</li> <li>▪ Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</li> <li>▪ Recognising the distinction between present and past in their own and other people's lives.</li> </ul>

				<ul style="list-style-type: none"> <li>Identifying some similarities and differences between ways of life in different periods.</li> <li>Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</li> </ul>
<b>Year 1 – Unit 2 The Greatest Explorers</b>	<p>Understand some of the ways in which they can find out about the past and identify different ways it is represented."</p> <p><b>Key Assessment Opportunity</b> Key area assessed in the Rising Stars Progression Framework <b>Significance and interpretations; understanding why a person, event or development could be considered to be significant.</b></p>	<p><b>Year 1 Unit 2: The Greatest Explorers</b> Year 1 Unit 3: Great Inventions Year 2 Unit 3: Our Local Heroes</p>	<p><b>End of Year 1, expected:</b> 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.</p> <p><b>End of Year 2, expected:</b> 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."</p>	<ul style="list-style-type: none"> <li>To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).</li> <li>Identify some of the basic ways the past can be represented.</li> <li>Use sources to answer simple questions about the past.</li> <li>Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written source</li> </ul>
<b>Year 1 – Unit 2 The Greatest Explorers</b>	<p>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."</p> <p><b>Key Assessment Opportunity</b> Key area assessed in the Rising Stars Progression Framework <b>Significance and interpretations; understanding why a person, event</b></p>	<p><b>Year 1 Unit 2: The Greatest Explorers</b> Year 2 Unit 3: Our Local Heroes</p>	<p><b>End of Year 1, expected:</b> 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.</p> <p><b>End of Year 2, expected:</b> 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?'</p>	<p>As above</p> <ul style="list-style-type: none"> <li>Use simple stories and other sources to show that they know and understand key features of events.</li> </ul>

	or development could be considered to be significant.		Can use a range of appropriate vocabulary in both their questions and answers.	
<b>Year 1 – Unit 2 The Greatest Explorers</b>	Know where people and events fit within a chronological framework.	Year 1 Unit 1: My Family History Year 1 Unit 2: The Greatest Explorers <b>Year 2 Unit 2: Holidays "</b>	<b>End of Year 1, expected:</b> 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.  <b>End of Year 2, expected:</b> 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."	<ul style="list-style-type: none"> <li>▪ Recognising the distinction between past and present.</li> <li>▪ Identifying some similarities and differences between their own present and aspects of the past.</li> <li>▪ Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</li> <li>▪ Recognising the distinction between present and past in their own and other people's lives.</li> <li>▪ Identifying some similarities and differences between ways of life in different periods.</li> <li>▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</li> </ul>
<b>Year 1 – Unit 3 Great Inventions</b>	Identify similarities and differences between ways of life in different periods/times.  <b>Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework</b> Change and development; identify similarities and differences between ways of life in different periods.	<ul style="list-style-type: none"> <li>• <b>Year 1 Unit 3: Great Inventions</b></li> <li>• Year 2 Unit 2 Holidays</li> </ul>	<b>End of Year 1, expected:</b> Can identify independently a range of similarities, differences and changes within a specific time period, e.g. between early and modern trains or aeroplanes.  <b>End of Year 2, expected:</b> 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.	<ul style="list-style-type: none"> <li>▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events.</li> <li>▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li> <li>▪ Use simple stories and other sources to show that they know and understand key features of events.</li> </ul>
<b>Year 1 – Unit 3 Great Inventions</b>	Choose and use parts of stories and other sources to show that they	<b>Year 1 Unit 3: Great Inventions</b>	<b>End of Year 1, expected:</b>	<ul style="list-style-type: none"> <li>▪ To begin to understand the reasons why people in the past acted as they</li> </ul>

	<p>know and understand key features of events related to their cause and effect. "</p>	<p><b>Year 2 Unit 1: Bonfire Night and The Great Fire of London"</b></p>	<p>Can identify at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways.</p> <p><b>End of Year 2, expected:</b> Can identify several causes and effects of events covered, e.g. the Great Fire of London and The Gunpowder Plot. 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.</p>	<p>did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>).</p> <ul style="list-style-type: none"> <li>▪ Use sources to answer simple questions about the past.</li> <li>▪ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</li> <li>▪ Identify some of the basic ways the past can be represented.</li> <li>▪</li> </ul>
<p><b>Year 1 – Unit 3 Great Inventions</b></p>	<p>Study knowledge of and can recall key information and characteristic features of historical periods."</p>	<p>Year 1 Unit 3: Great Inventions Year 2 Unit 1: Bonfire Night and The Great Fire of London"</p>	<p><b>End of Year 1, expected:</b> In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways. Descriptions of the above demonstrate some understanding of the characteristic features of the period studied, e.g. technology available.</p> <p><b>End of Year 2, expected:</b> Can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot and the Great Fire of London. Descriptions of the above demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion.</p>	<ul style="list-style-type: none"> <li>▪ Understand and use simple historical concepts such as now/then and same/different.</li> <li>▪ To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</li> <li>▪ Understand historical concepts and use them to make simple connections and draw contrasts.</li> </ul>
<p><b>Year 1 – Unit 3 Great Inventions</b></p>	<p>Understand some of the ways in which they can find out about the past and identify different ways it is represented."</p>	<p><b>Year 1 Unit 2: The Greatest Explorers</b> Year 1 Unit 3: Great Inventions Year 2 Unit 3: Our Local Heroes</p>	<p><b>End of Year 1, expected:</b> 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.</p> <p><b>End of Year 2, expected:</b></p>	<ul style="list-style-type: none"> <li>▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>).</li> <li>▪ Identify some of the basic ways the past can be represented.</li> <li>▪ Use sources to answer simple questions about the past.</li> </ul>

			<p>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."</p>	<ul style="list-style-type: none"> <li>▪ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written source</li> </ul>
<p><b>Year 2 Unit 1 Bonfire Night and the Great fire of London</b></p>	<p>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. "</p>	<p><b>Year 1 Unit 3: Great Inventions</b>  <b>Year 2 Unit 1: Bonfire Night and The Great Fire of London"</b></p>	<p><b>End of Year 1, expected:</b>          Can identify at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways.</p> <p><b>End of Year 2, expected:</b>          Can identify several causes and effects of events covered, e.g. the Great Fire of London and The Gunpowder Plot. 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.</p>	<ul style="list-style-type: none"> <li>▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>).</li> <li>▪ Use sources to answer simple questions about the past.</li> <li>▪ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</li> <li>▪ Identify some of the basic ways the past can be represented.</li> <li>▪</li> </ul>
<p><b>Year 2 Unit 1 Bonfire Night and the Great fire of London</b></p>	<p>Study knowledge of and can recall key information and characteristic features of historical periods.</p>	<p>Year 1 Unit 3: Great Inventions          Year 2 Unit 1: Bonfire Night and The Great Fire of London"</p>	<p><b>End of Year 1, expected:</b>          In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways.          Descriptions of the above demonstrate some understanding of the characteristic features of the period studied, e.g. technology available.</p> <p><b>End of Year 2, expected:</b>          Can confidently and accurately retell the story of events, etc. associated with themes studied within family, local,</p>	<ul style="list-style-type: none"> <li>▪ Understand and use simple historical concepts such as now/then and same/different.</li> <li>▪ To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</li> <li>▪ Understand historical concepts and use them to make simple connections and draw contrasts.</li> </ul>

			national and global history, e.g. the Gunpowder Plot and the Great Fire of London. Descriptions of the above demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion.	
<b>Year 2 Unit 1 Bonfire Night and the Great fire of London</b>	Know where people and events fit within a chronological framework.  <b>Key assessment opportunity – Bonfire Night Key area assessed in the Rising Stars Progression Framework Constructing the past; know where people and events fit within a chronological framework.</b>	<b>Year 2 Unit 1: Bonfire Night and The Great Fire of London</b>	<b>End of Year 1, expected:</b> The child can identify relevant features of particular historical themes, events and people from family, local, national and global history  <b>End of Year 2, expected:</b> The child can briefly describe features of particular historical themes, events and people from family, local, national and global history.	<ul style="list-style-type: none"> <li>▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>).</li> <li>▪ Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</li> </ul>
<b>Year 2 Unit 1 Bonfire Night and the Great fire of London</b>	Develop awareness of the past, using common words and phrases relating to the passing of time.	<ul style="list-style-type: none"> <li>• <b>Year 1 Unit 1: My Family History</b></li> <li>• Year 2 Unit 1: Bonfire Night and The Great Fire of London</li> <li>• Year 2 Unit 2: Holidays "</li> </ul>	<b>End of Year 1, expected:</b> Begin to use a range of common words relating to the passage of time, e.g related to a discussion of their grandparent’s childhood, 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.  <b>End of Year 2, expected:</b> 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.	<ul style="list-style-type: none"> <li>▪ Understand and use simple historical concepts such as now/then and same/different.</li> <li>▪ To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</li> <li>▪ Understand historical concepts and use them to make simple connections and draw contrasts.</li> <li>▪ Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</li> </ul>
<b>Year 2 Unit 2 Holidays</b>	Know where people and events fit within a chronological framework  <b>Key Assessment Opportunity – Holidays Key area assessed in the Rising Stars Progression Framework</b>	Year 1 Unit 1: My Family History Year 1 Unit 2: The Greatest Explorers <b>Year 2 Unit 2: Holidays "</b>	<b>End of Year 1, expected:</b> 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.  <b>End of Year 2, expected:</b> Can sequence on an annotated timeline independently and with some confidence a number of objects or events related	<ul style="list-style-type: none"> <li>▪ Recognising the distinction between past and present.</li> <li>▪ Identifying some similarities and differences between their own present and aspects of the past.</li> <li>▪ Place a few events and objects in order by using common phrases to</li> </ul>

	Cause and effect; choose and use parts of stories and other sources to show they know and understand the key features of events.		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."	show the passing of time (old, new/young, days and months). <ul style="list-style-type: none"> <li>Recognising the distinction between present and past in their own and other people's lives.</li> <li>Identifying some similarities and differences between ways of life in different periods.</li> <li>Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</li> </ul>
<b>Year 2 Unit 2 Holidays</b>	Identify similarities and differences between ways of life in different periods/times.  <b>Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework</b> Change and development; identify similarities and differences between ways of life in different periods.	<ul style="list-style-type: none"> <li><b>Year 1 Unit 3: Great Inventions</b></li> <li>Year 2 Unit 2 Holidays</li> </ul>	<p><b>End of Year 1, expected:</b> Can identify independently a range of similarities, differences and changes within a specific time period, e.g. between early and modern trains or aeroplanes.</p> <p><b>End of Year 2, expected:</b> 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.</p>	<ul style="list-style-type: none"> <li>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events.</li> <li>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li> <li>Use simple stories and other sources to show that they know and understand key features of events.</li> </ul>
<b>Year 2 Unit 2 Holidays</b>	Develop awareness of the past, using common words and phrases relating to the passing of time.	<ul style="list-style-type: none"> <li><b>Year 1 Unit 1: My Family History</b></li> <li>Year 2 Unit 1: Bonfire Night and The Great Fire of London</li> <li>Year 2 Unit 2: Holidays "</li> </ul>	<p><b>End of Year 1, expected:</b> Begin to use a range of common words relating to the passage of time, e.g related to a discussion of their grandparent's childhood, 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.</p> <p><b>End of Year 2, expected:</b> Can use a wider range of terms and phrases, e.g. nowadays, in the past, previously, and depending on the context and</p>	<ul style="list-style-type: none"> <li>Understand and use simple historical concepts such as now/then and same/different.</li> <li>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</li> <li>Understand historical concepts and use them to make simple connections and draw contrasts.</li> </ul>

			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.	<ul style="list-style-type: none"> <li>Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</li> </ul>
<b>Year 2 Unit 3 Our Local Hero's</b>	<p>Understand some of the ways in which they can find out about the past and identify different ways it is represented."</p> <p><b>Key Assessment Opportunity</b> Key area assessed in the Rising Stars Progression Framework <b>Significance and interpretations; understanding why a person, event or development could be considered to be significant.</b></p>	<p><b>Year 1 Unit 2: The Greatest Explorers</b> Year 1 Unit 3: Great Inventions Year 2 Unit 3: Our Local Heroes</p>	<p><b>End of Year 1, expected:</b> 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.</p> <p><b>End of Year 2, expected:</b> 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."</p>	<ul style="list-style-type: none"> <li>To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).</li> <li>Identify some of the basic ways the past can be represented.</li> <li>Use sources to answer simple questions about the past.</li> <li>Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written source</li> </ul>
<b>Year 2 Unit 3 Our Local Hero's</b>	<p>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."</p>	<p><b>Year 1 Unit 2: The Greatest Explorers</b> Year 2 Unit 3: Our Local Heroes</p>	<p><b>End of Year 1, expected:</b> 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.</p> <p><b>End of Year 2, expected:</b> 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.</p>	<ul style="list-style-type: none"> <li>To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).</li> <li>Identify some of the basic ways the past can be represented.</li> <li>Use sources to answer simple questions about the past.</li> <li>Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written source</li> </ul>

				<ul style="list-style-type: none"> <li>▪ Use simple stories and other sources to show that they know and understand key features of events.</li> </ul>
<p><b>Year 2 Unit 3 Our Local Hero's</b></p>	<p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p> <p><b>Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework</b> Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p>	<p>Year 1 Unit 1: My Family History <b>Year 2 Unit 3: Our Local Heroes</b></p>	<p><b>End of Year 1, expected:</b> 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.</p> <p><b>End of Year 2, expected:</b> 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.</p>	<ul style="list-style-type: none"> <li>▪ Use sources to answer <i>simple</i> questions about the past.</li> <li>▪ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</li> <li>▪ Identify some of the basic ways the past can be represented.</li> <li>▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).</li> </ul>