

Introduction and Curriculum Coverage

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.

Rising Stars History offers complete coverage of the National Curriculum Programme of Study for History (2014). See the Topic List at the end of this document for the titles of the units, the enquiry questions, the curriculum foci, and the Big Finishes.

More detail about coverage is given in the KS1, Lower KS2 and Upper KS2 Curriculum Coverage and Progression Charts (available online). All the units provide coverage of the National Curriculum Programme of Study statements to some extent, however certain units provide a key focus and some an assessment task that can be utilised to gather further evidence on progress, and these are indicated on the charts. The charts also contain expected standards for each statement at each year group, enabling teachers to track the course of progression through the scheme from start to finish.


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 (the Curriculum Map also shows

how the topics link to the Rising Stars product *Switched on Science*, if your school uses this).


Curriculum Coverage and Progression chart: Shows coverage of the Primary History National Curriculum Programme of Study and how it is taught and applied in *Rising Stars History*. It also gives an expected statement of progression for each year group.

KS1 Curriculum Coverage and Progression Chart			
Primary History Programme of Study Statement	Coverage of Statement in <i>Rising Stars History</i> (BOLD where key assessment focus takes place)	Progression of Statement in <i>Rising Stars History</i>	
Historical Knowledge: Constructing the past			
1.1.1 Study knowledge of and can recall key information and characteristic features of historical periods.	Year 1 Unit 3: Great Inventions Year 2 Unit 1: Bonfire Night and 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. 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.	
		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 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.	
Historical Knowledge: Sequencing the past			
1.2.1 Know where people and events fit within a chronological framework.	Year 1 Unit 1: My Family History Year 1 Unit 2: The Greatest Explorers Year 2 Unit 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	

Curriculum Map: Shows the entire curriculum map for *Rising Stars History* and how you might use it alongside *Rising Stars Geography* and *Switched on Science*.

		Curriculum Overview							
		Term							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Key Stage 1	Year 1	Geography: Our Local Area What's it like where we live?	History: My Family History What was life like when our grandparents were children?	Geography: People and their Communities Where in the world do these people live?	History: The Greatest Explorers Who were the greatest explorers?	Geography: Animals and their Habitats Where do our favourite animals live?	History: Great Inventions – Transport How did the first flight change the world/why were the Rainhill trials?	Year 1	
		Science: Plants and Animals Where We Live	Science: Who am I?	Science: Celebrations	Science: Polar Places	Science: On Safari	Science: Holiday		
	Year 2	Geography: Seasons What are seasons?	History: Bonfire Night and the Great Fire of London Should we still celebrate Bonfire Night/Did the Great Fire make London	Geography: Journeys – Food Where does our food come from?	History: Holidays How have holidays changed over time?	Geography: Our Wonderful World What are the seven wonders of our world?	History: Our Local Heroes Who are our local heroes?	Year 2	
		Science: Our Local Environment	Science: Materials Monster	Science: Healthy Me	Science: Little Masterchefs	Science: Young Gardeners	Science: Squash, Bend, Twist and Stretch		

Rising Stars 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.

<div>  Rising Stars History Progression Framework <div>Numbering system: Subject.Key Stage.Strand</div> </div>				
Strand	Key Stage 1			
	Progression statement	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
Historical Knowledge				
1. Constructing the past	H.1.1.1. Know where people and events fit within a chronological framework. Study historical periods, some of which they will study more fully later.	H.1.1.2. 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).	H.1.1.3. 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).	H.1.1.4. 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).
	H.1.2.1. Know where people and events fit within a chronological framework.	H.1.2.3.a. Can depict on a timeline the sequence of a few objects and/or pieces of information (e.g. put the main features of cooking in chronological order on a timeline).	H.1.2.4.a. Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people (e.g. select a range of cooking methods and foods to place on a timeline).	H.1.2.5.a. Can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised (e.g. independently select a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence).
2. Sequencing the past	H.1.2.2. Develop awareness of the past, using common words and phrases relating to the passing of time.	H.1.2.3.b. Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.	H.1.2.4.b. Can understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously').	H.1.2.5.b. Can use and understand more complex time terms, such as BC/AD, period labels and terms, and words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.

Topic list: Gives an overview of all the topics in *Rising Stars History*, the key enquiry question, the main curriculum focus and the Big Finish activity (also at the end of this document).

Glossary: Defines all the key historical vocabulary needed.

Each unit employs the same structure and includes:


Unit Overview: An at-a-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:

YEAR 4 UNIT 2 – ROMAN BRITAIN: What happened when the Romans came to Britain?	
<p>Related units: Year 3 Unit 2: The Bronze Age and the Iron Age</p> <p>Unit overview</p> <p>In this unit, the children will learn about the Roman invasion of Britain and its impact on the lives of the Celts. They will consider whether the Roman settlement was a positive experience for all involved, and explore the long-term legacy of the invasion. They will use a variety of sources of evidence to investigate the topic, including visual sources of artefacts (the Vindolanda Tablets) and archaeological sites (Hadrian's Wall). The children will analyse written sources from writers such as Tacitus and Dio Cassius and consider why they interpreted events as they did. Wherever possible, take opportunities to link to prior learning undertaken in Year 3 Unit 2: The Bronze Age and the Iron Age. You may decide to incorporate a visit to a local Roman site or museum into the unit, and some ideas have been included on potential locations. The Big Finish is a practical opportunity for the children to apply their knowledge of the Romans in a fun and engaging way. They will investigate how the Roman army was organised, before role playing a reconstruction of a Roman army drill. This session is included as the final learning experience within the unit, but you could cover this earlier if you prefer.</p>	<p>Knowledge, skills and concepts</p> <p>In this unit, the children will:</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British history address historically valid questions about change, cause and significance construct informed responses that involve the thoughtful selection and organisation of historical information understand how our knowledge of the past is constructed from a range of sources note connections, contrasts and trends over time and develop the appropriate use of historical terms address and devise historically valid questions about similarity and difference.
<p>Key vocabulary</p> <p>Invasion, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment.</p>	<p>Cross-curricular links</p> <ul style="list-style-type: none"> Art: studying and creating Roman mosaics, Roman architecture, creating props for the Big Finish Computing: researching DT: creating models of Roman roads, aqueducts, catapults (trebuchet), writing tablets etc., designing coins, creating props for the Big Finish English: letter-writing, origins of words, Latin abbreviations, Latin etymology of English words Geography: researching Roman place names, map work, routes, transport systems Maths: investigating Roman numerals, the Roman calendar

- **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.
- **Related units:** Indicates which other units in the scheme relate.
- **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.
- **Background information:** The subject knowledge underpinning this unit that the teacher will need.
- **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 learn prior to teaching.
- **Related books for wider reading:** Suggestions for age-related fiction and non-fiction books related to the unit.
- **Places to visit:** Suggestions of historical places of interest to visit related to the unit.
- **Assessment:** Guidance on how to assess the unit, linked to the Rising Stars progression framework and a focused assessment task.

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.

Spring Year 4	Roman Britain What happened when the Romans came to Britain?	
Week 2: How easy was it for the Romans to take over Britain?		
Learning objective	To understand why the Romans were able to defeat the Celts.	
Key question	How easy was it for the Romans to take over Britain?	
Knowledge, skills and concepts	<ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British history. • Address historically valid questions about change and cause. • Construct informed responses that involve the thoughtful selection of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. 	
Success criteria	<ul style="list-style-type: none"> • I can explain when and how the Romans conquered Britain. • I am aware of the range of evidence available to find out about how the Celts were defeated. • I understand why there are differing interpretations of the invasion and resistance. 	
Key vocabulary	Resistance, primary evidence, interpretations, conquer, client kings, centurion	
Activities	<p>1 Display teaching slide 6 and recap the types of sources the children used to find out how people lived in the period from <i>Rising Stars History Year 3 Unit 1: The Stone Age</i> and <i>Year 3 Unit 2: The Bronze Age and the Iron Age</i>. (Children may mention archaeological evidence including sites and objects, human remains, images such as cave paintings, some written Roman sources from the Iron Age.) In pairs, ask the children to discuss the answers to the questions.</p> <p>Ask: <i>What types of sources do you think we can use from the Roman period?</i> Stress the importance of having written evidence from the Roman period, as in the extract from Strabo in week 1. Give the children some prompts by mentioning that we also have visual evidence from things such as frescoes, mosaics, decorated pottery, images on</p>	

- **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.



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How would you describe Boudicca?

Describe her using adjectives and phrases.

Do these artistic impressions change your opinion?


What are they trying to make you think?

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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.



End of unit quiz

Version: 1.0.15.26

Match the following events with their dates.

AD 410	Construction began for Hadrian's Wall
AD 122	Julius Caesar first attempted to invade Britain
55 BC	Claudius invaded Britain
AD 43	Romans leave, Saxon raids.

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. Introducing these units in advance, possibly via an

assembly for parents or a newsletter will help engage support in finding and preparing resources and sufficient volunteers to undertake activities outdoors.

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.

Visits

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.

Rationale for Sequencing and Selection of Units

The curriculum is designed 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.

In the half terms where history is not taught, opportunities should be sought to maintain progress made within the subject. This could be through cross-curricular

work, for example in geography, or through the use of appropriate texts in literacy. Assembly time could also be used to introduce topics relevant to history and reinforce the use of key vocabulary and revisit concepts.

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 three 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 can support you in target setting.

Differentiation

Rising Stars History 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

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.

Application to the Ofsted Education Inspection Framework

It is important that the school reviews the *Rising Stars History* curriculum prior to commencing teaching the units, and that the subject leader and all teachers are able to explain the key principles behind what is included and why it is sequenced

in a certain way. They will need to be able to provide specific examples from the units to demonstrate their advocacy of this approach. They also need to be able to demonstrate that they have carefully considered how it has been adapted to meet the priorities of the school and its pupils.

Intent of *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.

Before embarking on implementing the *Rising Stars History* Curriculum it is important for the teacher to take some time to consider carefully if these principles are consistent with the broader school curriculum and apply to their pupils. They can then adapt and make any necessary changes to the content prior to teaching.

Implementation of *Rising Stars History*

Rising Stars History is designed to be delivered by non-specialists, with core historical knowledge identified and explained throughout. 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.

Evidence of impact in *Rising Stars History*

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.

Support of Teacher Development

Subject knowledge for teachers

Rising Stars History 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 take into account 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.

'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

Rising Stars History is 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. Even if a school does not favour this approach, all schools should consider how history can link meaningfully within other areas of learning within the school curriculum prior to embarking on the scheme.

Authors and endorsement

Rising Stars History is a new edition of *Rising Stars Voyagers History*, written by Alf Wilkinson, Tim Lomas, Helen Lewis and James Passmore, and consultant Bev Forrest.

This new edition has been written by Bev Forrest, an experienced primary history teacher and teacher trainer. She has a long-standing partnership with the Historical Association and is Chair of the Primary Committee. She organises the Yorkshire History Forum on behalf of the HA, providing CPD for both primary and secondary teachers. She also works for the HA as a Quality Mark assessor and frequently visits schools across the country.

Bev is a member of the editorial board for *Primary History* and was part of the team responsible for its successful relaunch, as well as a frequent contributor to the journal. She is also a contributor to *Teach Primary* and is the co-author of *Digging up History: Archaeology in the Primary School*. She is well respected in the field of museum education and has worked as a consultant for Leeds Museums and Galleries.

In recognition of her work in primary history, Bev was appointed an Honorary Fellow of the Historical Association in 2015. She is one of only three primary teachers to have been awarded the status of Chartered Teacher of History.

The accompanying teaching slides for the units were produced by Stuart Tiffany. Stuart is an experienced teacher and history coordinator, who currently teaches in Leeds. He is a member of the Historical Association's Primary Committee and has delivered history CPD across the country. He runs 'Mr T does Primary History' to promote high quality history teaching through practical, enquiry driven approaches.

Rising Stars History Topic List



KEY STAGE	YEAR	TOPIC NAME	ENQUIRY QUESTION	MAIN CURRICULUM FOCUS	BIG FINISH
KEY STAGE 1	YEAR 1	My Family History	What was life like when our grandparents were children?	Changes within living memory	Spend a day at grandad's school
		The Greatest Explorers	Who were the greatest explorers?	Lives of significant individuals	Design a memorial to the greatest explorer
		Great Inventions: Transport	How did the first flight change the world/Why were the Rainhill Trials important?	Events beyond living memory nationally or globally	Design a commemorative train
	YEAR 2	Bonfire Night and the Great Fire of London	Should we still celebrate Bonfire Night/Did the Great Fire make London a better or a worse place?	Events beyond living memory nationally or globally	N/A
		Holidays	How have holidays changed over time?	Changes within living memory	Create a pop-up seaside from the 1950s
LOWER KEY STAGE 2	YEAR 3	Our Local Heroes	Who are our local heroes?	Local History Study: Lives of significant individuals	Create a mini museum dedicated to your local heroes
		The Stone Age	What was new about the New Stone Age?	Changes in Britain from the Stone Age to the Iron Age	Perform a play depicting the changes in the Stone Age
		The Bronze Age and the Iron Age	Which was more impressive – the Bronze Age or the Iron Age?	Changes in Britain from the Stone Age to the Iron Age	Hold your very own debate on the greatest development in this period
	YEAR 4	Local History	Why should we preserve our locality?	Local History Study: A study of a theme in British history that extends knowledge beyond 1066	Create a campaign to preserve a local treasure
		The Ancient Egyptians	How much did the Ancient Egyptians achieve?	The achievements of the earliest civilisations	Create an Ancient Egyptian time capsule
UPPER KEY STAGE 2	YEAR 5	Roman Britain	What happened when the Romans came to Britain?	The Roman Empire and its impact on Britain	Stage a Roman army experience
		Crime and Punishment	How has Crime and Punishment changed over time?	A study of a theme in British history that extends knowledge beyond 1066	Create a display of the changes in crime and punishment
		The Anglo-Saxons	Was the Anglo-Saxon period really a Dark Age?	Britain's settlement by Anglo-Saxons and Scots	Carry out an archaeological excavation
	YEAR 6	The Vikings	Would the Vikings do anything for money?	The Viking and Anglo-Saxon struggle for the Kingdom of England	Write your own version of a Viking saga
		Journeys	What makes people go on a journey?	A study of a theme in British history that extends knowledge beyond 1066	Hold an assembly to link migration today with events in the past
		The Maya Civilisation	Why should we remember the Maya?	The achievements of a non-European society	Make your very own Maya codex
		The Ancient Greeks	What did the Greeks do for us?	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Lead a special social event about the legacies and influence of the Ancient Greeks
		The Impact of War	Did WWI or WWII have the biggest impact on our locality?	Local History Study: A study of a theme in British history that extends knowledge beyond 1066	Host an exhibition telling the story of your community during WWI and WWII