

# Key stage 2 coverage overview: HISTORY

Year Group	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B
Substantive knowledge Disciplinary knowledge	<u>Romans - Anglo saxons - Vikings</u> <b>Driving Question</b> - Are we all connected?	<u>Stone Age - Iron Age</u> <u>Roman impact on Britain</u> <b>Driving Question</b> - How are we influenced by the past?	Justice and Equality Thematic Unit - Crime and punishment. Significant individuals - Nelson Mandela Local study - Verderers Court  <b>Driving Question</b> - Does the punishment fit the Crime?	Ancient Civilisations + an in depth study (Ancient Greece)  <b>Driving Question</b> - What's so important about an ancient civilisation? What makes us civilised?
<b>Chronology</b> including duration/ interval/ overlap	✓  Can identify the era and time of the Roman Empire, Anglo saxons and Vikings.	✓✓  Pupils can locate the move to farming on a simple timeline.	✓✓✓  Use a timeline to identify the different punishments within the different era's of History. Use a timeline to outline key events of Nelson Mandela. Identify that the passing and inventions effect punishment.	✓✓  Annotated timelines explaining why each featured event was significant
<b>Characteristic features</b> of the period/ society studied	✓✓✓  Identify the features of Roads/towns etc built by army to protect Rome's investment and Romanise locals.	✓  Pupils can draw inferences from archaeological finds. Can explain how artists' impressions are created from fragments of finds	✓✓  Identify the mindset of people during the period of the Apartheid Identify the social system during the middle ages and how it compares to today.	✓✓✓  Can contrast and make some significant links between civilizations/ periods studied. Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied. Understand that some past civilizations in different parts of the world have some important similarities. Can identify and make links between significant characteristics of periods/ civilization studied and others studied previously.
<b>Change &amp; continuity</b>	✓✓✓  Identify how the Roman empire and changed from paganism to Christianity/Saxon culture. Can describe some changes in history over a period of time and identify some things which stayed the same. Using maps and timelines to identify Where/ when Vikings came from/ went.	✓✓✓  Pupils can identify differences and similarities between the different ages, especially in relation to the coming of farming and the use of first bronze, then iron and the impact of all of these.	✓✓  Identify how Nelson Mandela becoming prime minister changed South Africa. Identify how transport changed and developed punishment. Identify how there is still hate and racism today	
<b>Cause &amp; Consequence</b> inc short term/ long term		✓✓  Identify how scavenger and hunger-gathering affected the lives and the challenges they faced.	✓  How the popularity of Nelson Mandela around the world helped him.	✓✓  Can explain the causes and consequences of quite complex events, even though they might still link some in a simple way.

<b>Significance</b> inc short term/ long term	✓✓ Identify the significance of Boudicca. Identify the key achievements of Alfred the Great. Identify how the 3 civilizations have contributed to our lives today.	✓✓ Can Identify the significant ways in which farming was developed and how it has impacted our diet today.	✓✓ Identify the significant events to Nelson Mandela becoming Primeminister	✓✓✓ Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.
<b>Interpretation of the past</b> inc how and why contrasting views arise	✓ Gaining different perspectives from different points of view and recounts of events	✓✓✓ <i>Pupils can make deductions about lifestyle of Stone Age man from images.</i> <i>Pupils can make deductions about way of life by studying evidence of buildings left behind</i>	✓✓ Look at the different views of Nelson Mandela from black and white people. Look at the different views from poor and rich people over the past and how crime and punishment has helped or hindered them.	
<b>Historical Enquiry</b> Inc source comparison and analysis	✓✓ Deducing information from different pieces of information. Can see contemporary sources from both sides may be unreliable. Asks perceptive questions. Can describe and question the origins and purposes of sources using knowledge of periods and civilizations	✓ Pupils can explain that as there is only archaeological evidence about these periods - no written accounts or pictures, knowing for sure about life so long ago is difficult. Pupils can understand the issue of underestimating their worth. 'Some people think they weren't clever because they didn't have machines, electricity and stuff.'	✓✓✓ Comparing the views from black people and white people around the imprisonment of Nelson Mandela. Using sources of information retrieve information which is relevant to the question	✓✓ Pupils read a short modern day extract to find 20 modern words which derive from Ancient Greece and then using a dictionary work out what the original Greek words were and their literal meaning. Take meaning from images to influence their understanding of the lives of people living in ancient greece.
Connections local/national/ international, cultural, economic, military, political religious and social history	✓✓✓ Identify the roman walls around Southampton and how they created the area that we know today.	✓ Identify the names of local areas and linking them to the origins.	✓✓✓ Identify the area where the Verders control. Using sources of information to gain an understanding of how important the Verders have been to ensuring the New Forest is protected	
<b>NB</b> you will not necessarily have entries in every box for every topic. Not all skills will be covered in all topics. However, each skill/process should be visited at least twice in a key stage and approached at a higher level in the later visit. <b>KEY:</b> ✓ light use of skill, ✓✓ overt practice of skill ✓✓✓ strong emphasis on skill				