



# Key stage 2 coverage overview: HISTORY

Year Group	Year 3		Year 4			Year 5		Year 6	
<b>Substantive knowledge</b> <b>Disciplinary knowledge</b>	Stone Age to Iron Age Britain	The Roman Empire and its impact on Britain	Saxon & Scots settlement	Viking and Anglo-Saxon conflict	Local history study – can be post 1066.	British study that extends beyond 1066 aspect/ theme/ turning point	Earliest civilizations Overview of ALL 4 + 1 depth study - Sumer, Indus Valley, Egypt, Shang dynasty	Ancient Greece	Non-Euro contrast with Britain from: early Islamic civ, Maya Benin c.900
<b>Chronology</b> including duration/ interval/ overlap	<i>Neolithic to Iron Age pk</i> Desktop Timeline comparison of durations etc. ✓✓	Examine expansion of empire via timeline and world map.	<i>Anglo-Saxons the ruin of Britain pk</i> - Timeline/ map work to see when/ where from.	Where/ when Vikings came from/ went to via world map & timeline.	Add important local historical events/ people to the timeline eg on anniversaries.	Explore/add relevant event dates on timeline.	Compare durations/ overlaps via timeline. Compare locations on World map.	Briefly explore the history of Greece via timeline/ world map.	Compare to Britain c900 via timelines and locate on world map.
<b>Characteristic features</b> of the period/ society studied	<i>Neolithic to Iron Age pk</i> Need to know features of each period to identify changes between them. ✓✓✓	<i>Roman Soldier Box</i> Roads/towns etc built by army to protect Rome's investment and Romanise locals ✓✓✓	<i>Anglo-Saxon Life thru Death Box</i> change from paganism to Christianity/ Saxon culture. ✓✓	<i>Viking Life Box</i> ✓✓			<i>Earliest Civilizations Overview Enquiry pk</i> Compare civilizations – what is similar, what is different? ✓✓✓	<i>Greek Legacy pk &amp; Ancient Greek box</i> Explore aspects of Greek culture and knowledge ✓✓✓	<i>Mayan enquiry pk &amp; Mayan box</i> ✓✓✓ <i>Early Islamic Civilization pk</i> ✓✓✓
<b>Change &amp; continuity</b>	<i>Neolithic to Iron Age pk</i> explore change/ continuity in materials tools, burials, homes, settlements ✓✓	<i>Roman Impact pk</i> <i>Roman Life/ Roman Soldier boxes</i> Romanisation ✓✓✓	<i>Anglo-Saxons the ruin of Britain pk</i> - Changing kingdoms. Christian conversion from Paganism ✓✓		Explore important historical events that had an impact (changed something) in your locality ✓✓✓	<i>Thematic: changing power of monarchy pk</i> power shift between monarch & parliament ✓✓			
<b>Cause &amp; Consequence</b> inc short term/ long term		<i>Roman Impact pk</i> Why the Romans came to Britain, plus impact – short term long term	<i>Anglo-Saxons the ruin of Britain pk</i> Why came to Britain. Why/ how converted to Christianity ✓✓✓	<i>Vikings: Raiders or Traders pk</i> Why Vikings came to Britain, conflict with Saxons ✓✓		<i>Thematic: changing power of monarchy pk</i> shift of power monarch/ parliament ✓✓		<i>Greek Legacy update pk 2022</i> How Greek ideas and knowledge survived until today ✓✓✓	<i>Early Islamic Civilization pk</i> Quest for beneficial knowledge driven by Islamic beliefs ✓✓✓
<b>Significance</b> inc short term/ long term		<i>Roman Impact pk</i> – what is the most widespread and enduring aspect of their legacy? ✓✓✓	<i>Anglo-Saxons the ruin of Britain pk</i> the Saxon legacy - language, learning, Christian centres etc ✓	<i>Alfred the Great pk</i> Survival/ dominance of Wessex and later Wessex kings ✓✓	Explore important historical events/ people that are remembered locally ✓✓		<i>Overview Enquiry pk</i> Compare/ contrast achievements of each civilization. ✓✓✓		<i>Early Islamic Civilization pk</i> Islamic civilization preserved classical learning. ✓✓
<b>Interpretation of the past</b> inc how and why contrasting views arise	<i>Neolithic to Iron Age pk</i> Scarcity of evidence means gaps have to be filled by reasoned interpretation ✓✓✓		<i>Alfred the Great pk</i> does Alfred deserve his title? Was he great or just lucky? ✓	<i>Vikings: Raiders Traders pk</i> - murderous thugs or some positives? ✓✓✓					<i>Mayan enquiry pk</i> Misinterpretation of Maya in past e.g. buildings influenced by Egyptians. ✓✓
<b>Historical Enquiry</b> Inc source comparison and analysis	<i>Stone Bronze Iron Age box</i> - Deduce information from objects.	<i>Roman Soldier box</i> <i>Roman excavation box</i> - Deducing information from objects. ✓✓✓	<i>Anglo-Saxon Life thru Death Box</i> to explore Christian conversion/ Saxon culture ✓✓		Examine how aspects of national history are reflected locally eg by monuments.	<i>Thematic: changing power of monarchy pk</i> shift of power monarch/ parliament ✓✓✓	<i>Egyptian achievements box</i> to examine astronomy, maths, medicine etc. ✓✓	<i>Ancient Greek box</i> Examines aspects that are still current today.	<i>Mayan enquiry pk</i>
Connections local/ national/ international, cultural, economic, military, political religious and social history	Refer back to period from later world studies that were Bronze Age cultures.	Examine local impact Portchester/ Winchester/ Silchester etc. ✓✓	Saxon legacy - language, cultural identity and important Christian centres ✓✓	Evidence of Viking trading & settlement. Normans	Explore how typical your town's/ school's past is in national terms. ✓✓✓	<i>Thematic changing power of monarchy pk</i> constitutional monarchy ✓✓✓	All are Bronze Age cultures – compare to Britain in Bronze age. ✓✓	Modern ideas and institutions stem from Ancient Greece	Impact of Islamic civ's preservation and extension of classical learning.

NB 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. **KEY:** ✓ light use of skill, ✓✓ overt practice of skill ✓✓✓ strong emphasis on skill