|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Key stage 2 coverage overview: HISTORY | | | | | | | | |  | |
| Year Group | **Year 3** | | **Year 4** | | Local history study – can be post 1066. | **Year 5** | | **Year 6** | | |
| Substantive knowledge  Disciplinary knowledge | Stone Age to Iron Age Britain | The Roman Empire and its impact on Britain | Saxon & Scots settlement | Viking and Anglo-Saxon conflict | British study that extends beyond 1066 – aspect/ theme/ turning point | Earliest civilizations Overview of ALL + 1 depth study - Sumeria, Indus Valley, Egypt, Shang dynasty China | Ancient Greece | | Non-Euro contrast with Britain from: Early Islamic civ, Mayans Benin c900 |
| **Chronology** including duration/ interval/ overlap |  |  |  |  |  |  |  |  | |  |
| **Characteristic features** of the period/ society studied |  |  |  |  |  |  |  |  | |  |
| **Change & continuity** |  |  |  |  |  |  |  |  | |  |
| **Cause & Consequence** inc short term/ long term |  |  |  |  |  |  |  |  | |  |
| **Significance** inc short term/ long term |  |  |  |  |  |  |  |  | |  |
| **Interpretation** of the past inc how and why contrasting views arise |  |  |  |  |  |  |  |  | |  |
| **Historical Enquiry**  Inc source comparison and analysis |  |  |  |  |  |  |  |  | |  |
| Connections local/national/ international, cultural, economic, military, political religious and social history |  |  |  |  |  |  |  |  | |  |
| **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 | | | | | | | | | | |

© Hampshire County Council