



## Ravensdale Junior School History coverage and progression

	Year 3	Subject: History	
Coverage	<p style="text-align: center;">Topic</p> <p style="text-align: center;">Changes in Britain from the Stone Age to the Iron Age</p>	<p style="text-align: center;">Topic</p> <p style="text-align: center;">The Indus Valley</p>	<p style="text-align: center;">Topic</p> <p style="text-align: center;">(Geography topic)</p>
Progression	<p><b>Skills</b> Pupils should:</p> <ul style="list-style-type: none"> <li>• Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• Use information to describe the past.</li> <li>• Use information and find out about the past to describe the differences between then and now.</li> <li>• Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li> <li>• Recount the main events from a significant event in history. (Giving some interesting details)</li> <li>• Use a time line to place events.</li> <li>• Understand that a time line can be divided into BC (Before Christ and AD Anno Domini).</li> <li>• Describe how some of the things they have studied from the past affect life today.</li> <li>• Describe some similarities and differences between some people, events and objects (artefacts) they have studied.</li> </ul>		

	Year 4	Subject: History	
Coverage	Topic  (2016/17) The Indus Valley (2017 onwards) The Romans	Topic  A local history study (Eg. Mickleover and its link to Derby's rail industry)	Topic  (Geography topic)
Progression	<p>Skills</p> <p>Pupils Should:</p> <ul style="list-style-type: none"> <li>• Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• Name the date of any significant event from that has been studied and place it in approximately the right place on a time line.</li> <li>• Use evidence to describe the houses and settlements of people in the past.</li> <li>• Use evidence to describe the culture and leisure activities from the past.</li> <li>• Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>• Use evidence to describe buildings and their uses of people from the past.</li> <li>• Use evidence to describe the things people believed in the past (attitudes and religion.)</li> <li>• Use evidence to describe what was important to people from the past.</li> <li>• Use evidence to find out how any of the above may have changed during a time period.</li> <li>• Use evidence to give reasons why changes may have occurred.</li> <li>• Look at two versions of the same event in history and identify differences in the accounts.</li> <li>• Give reasons why there may be different accounts of history.</li> <li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> </ul>		

	Year 5	Subject: History	
Coverage	Topic  The Saxons and Vikings	Topic  Ancient Greece	Topic  (Geography topic)
Progression	<p>Skill</p> <p>Pupils Should:</p> <ul style="list-style-type: none"> <li>• Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Show on a time line, the changes that they have identified.</li> <li>• Describe similarities and differences between some people, events and objects (artefacts) they have studied.</li> <li>• Describe how some of the things they have studied from the past affect life today.</li> <li>• Know that people both now and in the past represent events or ideas in a way that persuades others.</li> <li>• Give clear reasons why there may be different accounts of history.</li> <li>• Use documents, printed sources (eg archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>• Choose reliable sources of evidence to help answer questions, realising that there is often not a single answer to historical questions.</li> </ul>		

	Year 6	Subject :History	
Coverage	Topic  Broader History Study Early Islamic Civilisation	Topic  Extended Period Study (Crime and punishment)	Topic  (Geography topic)
Progression	<p>Skills</p> <ul style="list-style-type: none"> <li>• Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Describe the main changes in a period in history. (Using words such as 'Social', 'religious', 'political', 'technological' and 'cultural')</li> <li>• Know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>• Choose reliable sources of factual evidence to describe the things people believed in the past (attitudes and religion.)</li> <li>• Choose reliable sources of factual evidence to describe what was important to people from the past.</li> <li>• Give own reasons why changes may have occurred, backed up by evidence they have researched.</li> <li>• Show on a time line, the changes that they have identified.</li> <li>• Can describe similarities and differences between some people, events and objects (artefacts) they have studied.</li> <li>• Can describe how some of the things they have studied from the past affect life today.</li> <li>• Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li> </ul>		