

National Curriculum Programmes of Study - History

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<i>Pupils should be taught about:</i>			<i>Pupils should be taught about:</i>		
Historical Knowledge	Knowledge & Understanding of British History	<ul style="list-style-type: none"> Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 			<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain’s settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 		
	Local History	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality 			<ul style="list-style-type: none"> A local history study 		
	Knowledge & Understanding of Wider World History	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods 			<ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 		
History Skills and Concepts		<ul style="list-style-type: none"> Be aware of the past, using common words and phrases relating to time Fit people and events into a chronological framework Identify similarities and differences between periods Use wide vocabulary of everyday historical terms Ask and answer questions Choose and use from stories and other sources to show understanding Understand some ways we find out about the past Identify different ways in which past is represented 			<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this 		

Long Term Planning: Half Termly Units

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Birchwood Avenue	<u>Autumn 1</u> How am I making history?	<u>Autumn 1</u> How was school different in the past?	<u>Autumn 1</u> British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	<u>Autumn 1</u> How have children's lives changed?	<u>Autumn 1</u> British history 4: Were the Vikings raiders, traders or something else?	<u>Autumn 1</u> What can the census tell us about local areas?
		<u>Autumn 2</u>	<u>Autumn 2</u>	<u>Autumn 2</u>	<u>Autumn 2</u>	<u>Autumn 2</u>
	<u>Spring 1</u> How have toys changed?	<u>Spring 1</u> How did we learn to fly?	<u>Spring 1</u> British history 2: Why did the Romans invade and settle in Britain?	<u>Spring 1</u> British history 3: How hard was it to invade and settle in Britain?	<u>Spring 1</u> British history 5: What was life like in Tudor England?	<u>Spring 1</u> British history 6: What was the impact of World War 2 on the people of Britain?
		<u>Spring 2</u>	<u>Spring 2</u>	<u>Spring 2</u>	<u>Spring 2</u>	<u>Spring 2</u>
	<u>Summer 1</u> How have explorers changed the world?	<u>Summer 1</u> What is a monarch?	<u>Summer 1</u> What was important to ancient Egyptians?	<u>Summer 1</u> How did the achievements of the Maya civilisation influence their society and beyond?	<u>Summer 1</u> What is the legacy of the ancient Greek civilisation?	<u>Summer 1</u> Transition unit Unheard histories: Who should go on the banknote?
		<u>Summer 2</u>	<u>Summer 2</u>	<u>Summer 2</u>	<u>Summer 2</u>	<u>Summer 2</u>