

History Programme of Study - National Curriculum 2015/2016

Programme of Study – Reception	Topic	Term
Seaside now and then What were seaside holidays like in the past		
Family and community		
Programme of Study – Year 1	Topic	Term
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	This village	Spring
Significant historical events, people and places in their own locality.	This Village	Spring
Programme of Study – Year 2	Topic	Term
Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).	Time Travellers	Autumn
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 (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell).	Time Travellers	Autumn
Programme of Study – Year 3	Topic	Term

<p>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:</p> <ul style="list-style-type: none"> <li>• Ancient Sumer;</li> <li>• The Indus Valley;</li> <li>• Ancient Egypt;</li> </ul>	Ancient Egypt	Autumn
<ul style="list-style-type: none"> <li>• The Shang Dynasty of Ancient China</li> </ul>		
<p>A non-European society that provides contrasts with British history</p> <p>one study chosen from:</p> <ul style="list-style-type: none"> <li>• early Islamic civilization, including a study of Baghdad c. AD 900;</li> <li>• Mayan civilization c. AD 900;</li> <li>• Benin (West Africa) c. AD 900-1300.</li> </ul>	Mayan Civilization	Spring
<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	Ancient Greeks	Summer
<p>Programme of Study – Year 4</p>	<p>Topic</p>	<p>Term</p>
<p>Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory)</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>	Anglo Saxons	Autumn

<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Examples (non-statutory)</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> <li>• further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul>	<p>Anglo Saxons Vikings</p>	<p>Autumn Summer</p>
<p>Programme of Study – Year 5</p>	<p>Topic</p>	<p>Term</p>

<p>Changes in Britain from the Stone Age to the Iron Age This could include:</p> <ul style="list-style-type: none"> <li>• late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae</li> <li>• Bronze Age religion, technology and travel, e.g. Stonehenge</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<p>The Stone Age</p>	<p>Spring</p>
<p>A local history study</p> <p>Examples (non-statutory)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• a depth study linked to one of the British areas of study listed above</li> <li>• a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066)</li> <li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>	<p>Local History of Boston</p>	<p>Summer</p>
<p>What was it like for children living in Victorian Britain (non-statutory) What the Victorians did for us (non-statutory)</p>	<p>Victorians</p>	<p>Summer</p>
<p>Programme of Study – Year 6</p>	<p>Topic</p>	<p>Term</p>

