



Everybody Excelling, Everyday. No Excuses!

History Overview 2016/17 National Curriculum Y1-Y6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Autumn 1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Transport in London Life in London through time</p>		<p>Spring 1 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)</p> <p>Christopher Columbus/Walter Raleigh</p>			
Year 2	<p>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)</p> <p>Significant person – London’s magnificent skylines Christopher Wren, architects in London</p>	<p>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)</p> <p>significant historical events, people and places in their own locality. The Gunpowder plot – celebration link Bonfire night</p>	<p>Spring 1 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)</p> <p>significant historical events, people and places in their own locality. The Great Fire of London</p>		<p>Summer 2 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)</p> <p>Mary Anning, Mary Seacole Florence Nightingale</p>	



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Year 3	<p>A local history study - a study over time tracing how several aspects national history are reflected in the locality Life along the Thames</p>	<p>Changes in Britain from the Stone Age to the Iron Age This could include: late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture Changes in Britain from the Stone Age to the Iron Age</p>			<p>Summer 2 The Roman Empire and its impact on Britain This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, eg. Boudica "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity The Romans</p>
Year 4		<p>Britain's settlement by Anglo-Saxons and Scots This could include: ☐ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p>		<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</p>	<p>Summer 1 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 Egypt</p>



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Year 5	<p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>For example: the changing power of monarchs using case studies such as John, Anne and Victoria</p> <p>Royal Family – Victorians changing power of the monarchs- significant turning points</p>		<p>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.</p> <p>Mayan civilization (can continue into the Summer term)</p>		
Year 6	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Immigration into London and the UK Including Windrush 1940s 1970s from the Empire/Commonwealth – Changes in culture</p>				<p>In depth study Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>