

Programme of Study

	Autumn				Spring				Summer			
												
Year 1	Gunpowder plot: Was Guy Fawkes a hero or a villain? (At the end of the unit, pupils should be able to give a substantiated answer to this question)				What has stayed the same and what has changed in Westbury since 1945? (At the end of the unit, pupils should be able to give a substantiated answer to this question) Including: why isn't the railway station close to the town centre?				Was George Stephenson a significant person in history? (At the end of the unit, pupils should be able to give a substantiated answer to this question)			
	Resources: Historical Association (limited and teacher judgement needed) Resources needed				Resources: Historical Association -Teacher to adapt to answer the overarching local question not just the high street line of enquiry https://history.wiltshire.gov.uk/community/getfaq.php?id=43				Resource: Historical Association Other resources can be used to support answering the historical enquiry question.			
NC	KS1 subject content coverage - Significant event of national importance beyond living memory NC disciplinary skills - Identify cause and consequences to make an historical claim - Interpretation to understand why there are contrasting arguments of the past (hero? from whose perspective)				KS1 subject content coverage - Changes within living memory and how these changes are reflected in national life - Significant historical events and places in their own locality NC disciplinary skills - Identifying change and continuity to draw contrasts and identify trends over time				KS1 subject content coverage - The lives of significant individuals in the past who have contributed to national and international achievements NC disciplinary skills - Weigh evidence to explore significance in order to make an historical claim			
Learning to support future study	- Who ruled? Introduce the concept of monarchy and parliament - Introduce the idea of different religious beliefs and the link to monarchy and power (who ruled) - Introduce the idea that events in the past shape our life today (culture)				- Introduce the concept of local changes and national changes (Are these just local changes or have other town changed in a similar way?) - Introduce the concept of migration - Have some of the changes occurred because of migration? - Introduce the concept of settlement – a place where people live and work. Has settlement in Westbury changed? - Introduce the concept of trade – Have the trades in Westbury changed?				- Build on the concept of migration – How did the railways affect migration? - Build on the concept of settlement – How did reliable railways change settlements? - Introduce the concept of national change and international change - Build a sense of chronology over time linking to local Westbury studies on the development and impact of the railways			
Key themes	Depth study	National event	British history	British Values Tolerance	Overview study	Local history	British history	Interrelated society	Depth study	National & International event	British history	

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Year 2	Why was Walter Tull a significant person in history? (At the end of the unit, pupils should be able to give a substantiated answer to this question)				Who were some of the great explorers? Neil Armstrong, Roald Amundsen, Mary Kingsley, James Cook, Christopher Columbus How important was Ibn Battuta as an explorer? (At the end of the unit, pupils should be able to give a substantiated answer to this question)				How did Isambard Kingdom Brunel change Wiltshire and the South West? (At the end of the unit, pupils should be able to give a substantiated answer to this question)			
Ref:	Resources: Historical Association Link to Remembrance and World War 1				Resources: Historical Association https://www.ansonprimaryschool.com/explorers/				Resources: Historical Association - Teacher to adapt to answer the overarching regional question.			
NC	KS1 subject content coverage - the lives of significant individuals in the past who have contributed to national achievements NC disciplinary skills - Similarity and difference – comparing aspects of life in different periods				KS1 subject content coverage - Significant event of global importance beyond living memory - Comparing similar events over different periods of history developing a sense of chronology and long/short timescale NC disciplinary skills - Similarity and difference – comparing aspects of events that were different and those that have stayed the same - Weigh evidence to explore significance in order to make an historical claim				KS1 subject content coverage - Significant event of national importance beyond living memory - Significant historical events, people and places in their own locality - The lives of significant individuals in the past who have contributed to national and international achievements NC disciplinary skills - Weigh evidence to explore significance at the time and legacy in order to make historical claims - Explore cause and consequences to make an historical claim - Develop sense of timescale and chronology through placing George Stephenson's work, Brunel's work and the development of the railway in Westbury on a timeline			
Learning to support future study	- Supports a coherent understanding of British history adding to understanding of key events - Supports the chronological narrative in KS2 particularly in relation to World War 2 and modern challenges related to mutual respect and representations of the war - Introduce the concept of military, culture, empire				- Links to Sir Francis Drake in 'The Elizabethans' in KS2 - Links to early Islamic civilisation in KS2 - Introduce and define concepts of civilisation, tribe, nation - Supports mutual respect for the achievements of non-European civilisation - Link to concepts of monarchy and power (e.g. Christopher Columbus and James Cook sponsored by royalty, USA & USSR space race)				- Connect to Year 1 learning re: Westbury and the railway - Connect to Year 1 learning re: George Stephenson and railways – How did the railways affect migration? - Develop concept of local, regional, national and international through looking at who was impacted by Brunel's work on society			
Key themes	Depth study	National & International event	British history	Mutual respect	Overview study	National & International event	Non-Europe an	Mutual respect	Overview study	Regional history	British history	

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Year 3	Changes in Britain: was it better to live in the stone age, iron age or bronze age? (At the end of the unit, pupils should be able to give a substantiated answer to this question)				Where did the earliest civilisations appear? Was the Indus Valley civilisation similar to the Stonehenge era in Britain? (At the end of the unit, pupils should be able to give a substantiated answer to these questions)				Was ancient Greece the birthplace of European civilisation? (At the end of the unit, pupils should be able to give a substantiated answer to this question)			
Ref:	Resources: Historical Association English Heritage Bratton Camp				English heritage Historical Association : How can we investigate the Indus Valley Civilisation?				Resources: Historical Association			
NC	KS2 subject content coverage - Pupils should be taught about changes in Britain from the Stone Age to the Iron Age - Study of local Iron Age site at Bratton Camp NC disciplinary skills - Weighing evidence to answer valid historical questions. - Similarity and difference – comparing aspects of periods that were different and those that stayed the same - Develop sense of continuity and change by placing events on a timeline - Develop a sense of chronology by looking at periods of continuity or ‘ages’ and comparing this to periods studied in KS1				KS2 subject content coverage - about the achievements of the earliest civilizations – an <u>overview</u> of where and when the first civilizations appeared (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) and one depth study - Indus Valley. - The Indus Valley Civilisation, 2600- 1900 BC was contemporary to much of the Stonehenge era. Both stone technology (flint/chert for blades) and bronze, for tools and/or weapons, as well as other items for specific purposes (craft production, woodworking) were used. Parallels can be drawn on how societies used available technology and developed it to meet needs and (new) demands. NC disciplinary skills - Consider the significance of evidence to build a picture of the ancient past - Use deduction and inference to interpret the past and make a valid historical claim - Frame historical questions and weigh evidence to try to answer them or conclude it may not be possible to make an historical claim				KS2 subject content coverage - Ancient Greece – a study of Greek life and achievements and their influence on the western world NC disciplinary skills - Use deduction and inference to interpret the past and make a valid historical claim - Weigh evidence and consider its limitations - Describe similarities and differences between the past and the present, and give reasons for some of these - Develop sense of timescale and chronology through placing Ancient Greece on a timeline alongside other periods of history studied			
Learning to support future study	- Evidence that links to the causes behind the Roman invasion of Britain - Develop understanding of migration, settlement and trade - Develop the concept of tribe and tribal kingdoms - Explore the concept of civilisation – was Britain a civilisation at this time?				- Develop understanding of settlement through the development of settlement in cities and the importance of rivers - Develop the concepts of civilisation, religion and culture – which civilisation was most advanced?				- Develop the concepts of civilisation – what made Ancient Greece a civilisation - Develop the concepts of military, culture, empire - Develop the understanding of ruling power, monarchy and democracy			
Key themes	Overview study	British history	European history	Regional history	Overview & depth study	Non-European	Regional	Mutual respect	Overview study	European history	International events	Democracy

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Year 4	Did the native Britons welcome or resist the Romans? (At the end of the unit, pupils should be able to give a substantiated answer to this question)				Who were the Scots and Anglo Saxons, and why did they come to Britain and settle? (At the end of the unit, pupils should be able to give a substantiated answer to this question)				Was England ever ruled by the Vikings? (At the end of the unit, pupils should be able to give a substantiated answer to this question)			
Ref:	Resources: Historical Association English Heritage				Resources: Historical Association Anglo Saxons, Viking & Scots English Heritage				Resources: Historical Association Anglo Saxons, Viking & Scots English Heritage			
NC	KS2 subject content coverage - Pupils should be taught about the Roman Empire and its impact on Britain NC disciplinary skills - Weigh the potential for bias in historical evidence in order to interpret the past and make a valid historical claim - Create a narrative outlining the causes of the Roman invasion and its consequences - Create a narrative outlining the reasons why the Roman's left Britain and its consequences - Develop sense of timescale and chronology through placing the Roman Empire on a timeline alongside other periods of history studied				KS2 subject content coverage - Pupils should be taught about Britain's settlement by Anglo Saxons and Scots NC disciplinary skills - Use deduction and inference to interpret the past and make a valid historical claim - Weigh evidence and consider its limitations and reliability - Create a narrative outlining the causes of Anglo Saxons and Scots invading Britain and its consequences				KS2 subject content coverage - Pupils should be taught about The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edwards the confessor (extending to provide a brief overview of William the Conqueror to include local history in the Domesday book) NC disciplinary skills - Identifying similarity and differences between the Anglo Saxons and Vikings - Weigh evidence and consider its limitations & reliability - Form an understanding of the changing, oscillating relationship between the Anglo Saxons and Vikings - Form an understanding of how periods of continuity were secured e.g. the treaty leading to Danelaw, the agreements over monarchy (Edmund II/Canute) - Sequencing events to understand chronology and duration of key events and Kings leading to 1066 - Develop sense of timescale and chronology through placing key events on a timeline alongside other periods of history studied			
Learning to support future study	- Develop the understanding of ruling power, monarchy (tribal rulers) and dictator/emperor (Claudius) - Develop the concepts of military power and introduce the idea of political power				- Develop concepts of invasion, settlement and migration including where they came from - The use of burhs to protect towns and people - Develop the understanding of ruling power, military power, monarchy and development of ruling by acceptance (Anglo Saxon Witham "meeting of wise men")				- Develop concepts of invasion, settlement and migration - Develop the understanding of ruling power, military power, monarchy – Battle of Edington - Extend to William the Conqueror (was he a Viking?) and include Domesday Book – mentions Westbury (and slavery) Reinforce the concept of empire – the Viking empire and links to the Normans			
Key themes	Overview study	British history	European history		Overview study	British history	Local history	Interrelated society	Overview study	English history	Local history	Interrelated society

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Year 5	Early Islamic civilisation: was is better to live in London or Baghdad in around 900 AD? (At the end of the unit, pupils should be able to give a substantiated answer to this question)				Were the Elizabethan times all banquets and fun? Did Elizabeth have the power to do whatever she wanted? (At the end of the unit, pupils should be able to give a substantiated answer to these questions)				Why didn't Britain have a revolution like France? How important was the battle of Waterloo? (At the end of the unit, pupils should be able to give a substantiated answer to these questions)			
Ref:	Resources: Historical Association				Resources: Historical Association English Heritage BBC Bitesize				Resources: Historical Association Why didn't Britain have a revolution like France? & The Georgians Georgian Bath			
NC	KS2 subject content coverage - Pupils should be taught about a non-European society that provides contrasts with British history NC disciplinary skills - Compare similarities and differences between two major settlements in different continents in the same era - Weigh evidence make valid historical claims as to which civilisation was more advanced - Weigh evidence and justify whether the 'Dark Ages' is a suitable description for this era				KS2 subject content coverage - Pupils should gain a coherent knowledge and understanding of Britain's past NC disciplinary skills - Form and address historically valid questions - Compare similarities and differences between Elizabethan times and the Anglo Saxon era - Develop sense of timescale and chronology through developing a timeline of events of British history studied since the Iron Age - Understanding how our knowledge of the past comes from range of sources - To weigh the reliability of historical evidence				KS2 subject content coverage - Pupils should gain a coherent knowledge and understanding of Britain's past NC disciplinary skills - Develop sense of timescale and chronology through developing a timeline of events from 1700 to present - Develop a clear narrative to explain cause and changes - Compare similarities and differences between Britain and France at this time - Weigh evidence make valid historical claims as to how important the Battle of Waterloo was			
Learning to support future study	- Supports an understanding of a bigger picture of world history - Develops an understanding of the positive role Islam had paid in world history - Expands the concept of empire beyond Europe				- Develop the understanding of ruling power, military power, monarchy and introduce the role of parliament (what it was and what powers it had) - Develop understanding of who was able to vote in parliamentary elections - King James VI of Scotland inherits Elizabeth's throne becomes James I of England; the first monarch of both England & Scotland				- Develop understanding that monarchical power was constrained by Parliament - Introduce the concept of suffrage and who had it. - William IV – the extension of suffrage with 1832 Reform Act			
Key themes	Overview study	Non-European	British history	Mutual respect	Overview study	British history	Parliament & Monarchy		Overview study	European history	British history	Parliament & the rule of law

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Year 6	Did life change for the better in the Victorian era? (At the end of the unit, pupils should be able to give a substantiated answer to this question)				How significant was the blitz to World War II? (At the end of the unit, pupils should be able to give a substantiated answer to this question)				Who has the power to rule? (At the end of the unit, pupils should be able to give a substantiated answer to this question)			
Ref:	English Heritage Historical Association : Victorians Local study – Abraham Laverton				Resources: Historical Association				Previous units of work Possible visit to the Houses of Parliament			
NC	KS2 subject content coverage - Pupils should gain a coherent knowledge and understanding of Britain's past - Local study – Abraham Laverton - Significant person study: Sarah Forbes Bonetta NC disciplinary skills - Identify cause and consequences to make an historical claim - Weigh evidence to explore significance in order to make an historical claim				KS2 subject content coverage - Pupils should gain a coherent knowledge and understanding of Britain's past NC disciplinary skills - Frame historical questions related to the Blitz and weigh evidence to try to answer them - Study cause and consequence that led to the war and record this on a timeline with a coherent narrative - Weigh evidence make valid historical claims as to whether the allied forces had a strong world dimension				KS2 subject content coverage Pupils should be taught a study of an aspect or theme in British history beyond 1066 and a theme significant in the locality (abridged) Review substantive knowledge - Tribal organisation in stone age to iron age - Ancient Greece – the concept of democracy - Roman rule in Britain – an example of dictatorship - Anglo Saxon & Viking Kingdoms - Anglo Saxon Kings & the Witan - The relationship between Elizabeth I & Parliament - Constraint of monarchy in Georgian times + the extension of suffrage - The extension of suffrage in the Victorian era Extension of substantive knowledge - The Secret Ballot Act of 1872 and the role of Westbury & Abraham Laverton - Completion of the securing of women's suffrage 1885-1918 Who are we voting for? The movement from an absolute monarchy to parliamentary sovereignty - Limiting monarchical power – Magna Carta in 1215 - The creation of the two houses of parliament - Overview of 17th century English civil war and the strengthening of Parliaments power. - The Glorious Revolution of 1668 and the limiting of monarchical power - Treaty of Union 1707 - The correlation of the declining power of the monarch to veto parliament and the rise to universal suffrage NC disciplinary skills - Sequencing events to understand chronology and duration by placing key events on a timeline. - Create a narrative on how events in Westbury in the 1860's led to greater democracy in the United Kingdom.			
Links to future learning	- Consolidate concepts of trade, settlement and migration - Consolidate concept of Empire - Slavery – Victorian links to slavery and consideration of whether it happens today - Inclusive recall of British history - Legacy of Abraham Laverton - Consolidate the concept of suffrage and who had it. - The extension of suffrage with Reform Acts in 1867 and 1884 - Start of women's suffrage movement in 1885				- Consolidate concept of Empire - Develop the understanding of political power and military power - Draw similarities and differences to invasions in the past							
Key themes	Overview study	British history	Mutual respect	Democracy & individual liberty	Depth study	World & British history	Local history	Mutual respect	Overview study	British history	Local history	Democracy