



Intent		
School and British Values Passion for Learning ✓ Striving for Excellence Creativity ✓ Loving others as we love ourselves Right and Responsibilities ✓ Wholeness ✓	British Values Democracy The rule of law ✓ Mutual respect ✓ Tolerance of those of different faiths and beliefs ✓	Whole School Threads Gender Equality ✓ Environmental awareness Community ✓
Key people/events/periods: Anglo Saxons, Vikings, Tudors, The Elizabethan Age, Queen Elizabeth, Amy Robsart.		

Aspect	Skills	Possible Teaching Activities (see also - knowledge map and planning)	Annual Pupil offer
Chronological understanding 	<ul style="list-style-type: none"> • Uses timelines to place events in order. • Understands timeline can be divided into BC and AD. • Uses words and phrases: century, decade 	Britain's settlement by Anglo-Saxons and Scots (maps, place-names)	Trip to Hill End - Viking workshop (<i>Geog link</i>) (Museum box?) Visit the site of Amy Robsart's last home. Whole school history event every 2nd year
Knowledge and Understanding 	<ul style="list-style-type: none"> • Uses evidence to describe past: Houses and settlements, Culture and leisure activities Clothes, way of life and actions of people, Buildings and their uses, People's beliefs and attitudes, Things of importance to people Differences between lives of rich and poor • Uses evidence to find out how any of these may have changed during a time period. • Describes similarities and differences between people, events and objects • Shows changes on a timeline Historical interpretation 	Viking invasion Viking life: longboats, shields and settlements Viking/Saxon struggle for power: King Alfred, Rule of Law Edward the Confessor (Introduction to Elizabethan Age - Wars of Roses, Henry VIII) (Tudor dancing)	
Historical interpretation 	<ul style="list-style-type: none"> • Looks at 2 versions of the same event and identifies differences in the accounts. 	Case study: changing power of monarch - Elizabeth I - Exploration and Empire: East India Company British Rule Independence- Mahatma Gandhi, (Indira Gandhi)	
Historical enquiry 	<ul style="list-style-type: none"> • Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Asks questions such as 'how did people? What did people do for?' • Suggests sources of evidence to use to help answer questions 	Historical questioning - use of old mechanisms (<i>Robots topic link</i>) Create class timeline (to include key events covered in KS1) (Use entrance hall timeline for overarching context)	

Key Stage 2 pupils should be taught about::

- 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 local history study**

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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.