



Intent		
<p><b>School and British Values</b></p> <p>Passion for Learning ✓          Striving for Excellence          Creativity ✓          Loving others as we love ourselves          Right and Responsibilities ✓          Wholeness ✓</p>	<p><b>British Values</b></p> <p>Democracy          The rule of law ✓          Mutual respect ✓          Tolerance of those of different faiths and beliefs ✓</p>	<p><b>Whole School Threads</b></p> <p>Gender Equality ✓          Environmental awareness          Community ✓</p>
<p><b>Key people/events/periods: 20th Century (Roald Dahl);          Women whose lives have shaped this nation - the Pankhursts, Queen Elizabeth II;          PreHistory and Romans, Boudica.</b></p>		

Aspect	Skills	Possible Teaching Activities (see also - knowledge map and planning)	Annual Pupil offer
<p><b>Chronological understanding</b></p>	<ul style="list-style-type: none"> <li>• Uses words and phrases: century, decade, BC, AD, after, before, during.</li> <li>• Use timelines to understand chronology of events already learnt in KS1 and Year 3</li> <li>• Names and places dates of significant events from past on a timeline.</li> </ul>	<p>Key events in 20th century, including Roald Dahl, (WW2)  <i>Texts: Roald Dahl stories, (literacy link)</i></p> <p>Women's role, social impact;- Suffrage movement - Emmeline Pankhurst, Queen Elizabeth</p> <p>Stone Age to Iron Age- technology and trade  <i>Text: Stone Age Boy</i></p> <p>Distribution of Iron Age tribes (esp. Iceni- Boudicca)</p> <p>Roman Empire - impact on Britain - invasion, occupation and revolt - Boudicca</p> <p>Growth and mobility - lifestyle, villas &amp; baths; roads and trade routes - rivers/sea</p> <p>Create class timeline to include key events/periods covered in Yr 3 (Use entrance hall timeline for overarching context)</p>	<p>Roald Dahl museum visit</p>
<p><b>Knowledge and Understanding</b></p>	<ul style="list-style-type: none"> <li>• Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of people from the past.</li> <li>• Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</li> <li>• Describes how some of the past events/people affect life today.</li> </ul>		<p>Museum box - Stone Age/Iron Age</p> <p>(Iron Age/Roman artefacts)</p>
<p><b>Historical interpretation</b></p>	<ul style="list-style-type: none"> <li>• Gives reasons why there may be different accounts of history.</li> </ul>		<p>Chedworth Roman Villa</p>
<p><b>Historical enquiry</b></p>	<ul style="list-style-type: none"> <li>• Understands the difference between primary and secondary sources of evidence.</li> <li>• Uses documents, printed sources, internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>• Asks questions such as 'what was it like for a ..... during .....?'</li> <li>• Suggests sources of evidence from a selection provided to use to help answer questions.</li> </ul>		

Key Stage 2 pupils should be taught::

- **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 - Role of women in the 20th century.
- 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.