



<b>Intent</b>		
<b>School and British Values</b> Passion for Learning ✓ Striving for Excellence Creativity ✓ Loving others as we love ourselves Right and Responsibilities ✓ Wholeness ✓	<b>British Values</b> Democracy ✓ The rule of law Mutual respect ✓ Tolerance of those of different faiths and beliefs ✓	<b>Whole School Threads</b> Gender Equality ✓ Environmental awareness Community ✓
<b>Key people/events/periods: Ancient Greeks, Mayans (A non European society that provides contrast with British History), Brunel (Victorian era), Ellen MacArthur</b>		

Aspect	Skills	Possible Teaching Activities (see also - knowledge map and planning)	Annual Pupil offer
<b>Chronological understanding</b> 	<ul style="list-style-type: none"> <li>Uses timelines to place and sequence national and international events and ( SS Great Britain, WW2, Ellen McArthur, )</li> <li>Sequences historical periods (Greeks, Mayans, Anglo Saxon, 20C)</li> <li>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Victorians, era, period, empire, civilisation.</li> </ul>	Mayans - Where does Chocolate come from? <i>(Geog link)</i>	Chocolate project
<b>Knowledge and Understanding</b> 	<ul style="list-style-type: none"> <li>Identifies some social, cultural, religious and ethnic diversities of societies studied in the wider world and their achievements and influence on modern society (Greeks; democracy, language, theatre, architecture)</li> <li>Gives some causes and consequences of the main events in the periods studied.</li> <li>Identifies changes and links within and across the time periods of Ancient Greeks (c800BC -100BC) and Maya (c700BC - 800AD)</li> </ul>	Ancient Greeks - influence on Western world; Democracy, language, arts and academia, Olympics, <i>Text: Percy Jackson &amp; the Lightning Thief - class book</i>	Ashmolean visit or Ufton Court  Greek projects Marathon  Visitor for Greek language  SS Great Britain visit and Residential
<b>Historical interpretation</b> 	<ul style="list-style-type: none"> <li>Gives clear reasons why there may be different accounts of history.</li> <li>Knows that people (now and in the past) can represent events or ideas in ways that persuade others.</li> <li>Realises that there is often not a single answer to historical questions.</li> </ul>	Ocean Adventures - Brunel (Industrial Revolution, Victoria) Titanic, Ellen MacArthur <i>(Geog link)</i>	<i>?(History club)</i>
<b>Historical enquiry</b> 	<ul style="list-style-type: none"> <li>Understand methods of historical enquiry by using documents, printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions.</li> </ul>	Class timeline (to include key events covered in Yrs 3 and 4) <i>(use entrance hall timeline for overarching context)</i>	

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.