



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: Oxford- Norman times, civil wars and present day, Empress Matilda, Egyptians, Howard Carter, Cleopatra. Local authors: Lewis Carol, JRR Tolkien, CS Lewis (Philip Pullman)		

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 and compare events, periods and culture from around the world. Uses timelines to demonstrate changes and developments in culture, technology, religion and society (in Egyptian times) Uses these key British History periods as reference points: BC, AD ,Romans, AngloSaxons, Norman, Tudors, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. (Egyptians) Name dates of any significant event studied from past and place it correctly on a timeline 	Oxford Mysteries - Amy Robsart Oxford's part in the civil wars. (Matilda's escape/ Cromwell's parliament. <i>Text: The princess who hid in a tree (St Frideswide)</i> Life of WW1 soldier European composers/artists European Christmas <i>(Geog link)</i> <i>Text: A Christmas Carol</i>	Oxford Castle visit Cumnor church graveyard visit, site of original Cumnor Place Trenches at Hill End WW1 experience.
Knowledge and Understanding 	<ul style="list-style-type: none"> Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between the lives of rich and poor. (Egyptians, local history) Gives own reasons why changes may have occurred, backed up with evidence. (Egyptians society, religion, trade - Nile) Shows identified changes on a timeline. (All topics) Describes how some changes affect life today. (Oxford Castle, Egyptians - impact of belief system, society, Cleopatra - Gender rulers) Makes links between some features of past societies. (Link between Egyptians,/Greeks/Romans) 	Awesome Egyptians <i>Text: Secrets of a Sun King, (Emma Carroll)</i> Cinderella of the Nile Egyptian Tomb and Pyramid making. Howard Carter Explorers of extreme locations (Shackleton) <i>(Geog link)</i> Pompei - Mt Vesuvius AD79 <i>(Geog link)</i> <i>(History link back to Yr 4 Romans)</i>	European banquet Highclere castle visit or Egyptian day
Historical interpretation 	<ul style="list-style-type: none"> Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. (King Tut's curse/Amy Robsart) 	<i>Class timeline to include key events covered in Yrs 3, 4 and 5 (use entrance hall timeline for overarching context)</i>	

Historical enquiry 	<ul style="list-style-type: none"> ● Identifies and uses different sources of information and artefacts. ● Evaluates the usefulness and accurateness of different sources of evidence. ● Selects the most appropriate source of evidence for particular tasks. ● Forms own opinions about historical events from a range of sources. 		
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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.