

How does the Oxford International Primary History series meet the aims of the English National Curriculum

English National Curriculum Subject content	Oxford International Primary History Book and Unit	Unit title	Unit objectives	Skills covered
KEY STAGE 1 Pupils should be taught about:				
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Book 1, Unit 1	My history	<ul style="list-style-type: none"> Talk about history as a study of the past Describe how you have changed over time Describe how you have stayed the same Talk about how you are similar to and different from other people 	<ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods Use words and phrases relating to the passing of time Know where the people and events they study fit within a chronological framework Use a wide vocabulary of everyday historical terms Understand some of the ways we find out about the past
	Book 1, Unit 2	What were houses like long ago?	<ul style="list-style-type: none"> Compare old and modern houses Order household objects in order on a timeline Describe how houses have changed over time 	<ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods Places in their own locality Use a wide vocabulary of everyday historical terms Know where the people and events they study fit within a chronological framework Use common words and phrases relating to the passing of time
	Book 2, Unit 1	Toys and games over time	<ul style="list-style-type: none"> Compare old and modern toys and games Describe how toys and games have changed Explain why toys and games have changed Put toys and games in order on a timeline 	<ul style="list-style-type: none"> Understand some of the ways we find out about the past Identify similarities and differences between ways of life in different periods Use words and phrases relating to the passing of time Know where the people and events they study fit within a chronological framework Know and understand key features of events
Events beyond living memory that are significant nationally or globally	Book 2, Unit 3	Air and space travel (<i>including the first airplane flight, first space flight, first moon landing</i>)	<ul style="list-style-type: none"> Describe how air travel developed over time Compare old and modern airplanes Discuss important events in the history of air and space travel 	<ul style="list-style-type: none"> Understand some of the ways we find out about the past Significant places in their own locality Use words and phrases relating to the passing of time Know where the people and events they study fit within a chronological framework

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The lives of significant individuals in the past who have contributed to national and international achievements	Book 1, Unit 3	Three brave explorers <i>(Ibn Butatta, Christopher Columbus, Edmund Hillary)</i>	Describe the lives of three explorers Compare three different explorers Talk about different ways we remember the past	Understand some of the ways we find out about the past Identify similarities and differences between ways of life in different periods Use words and phrases relating to the passing of time Know where the people and events they
	Book 2, Unit 2	Three English queens <i>(Queen Elizabeth I, Queen Victoria, Queen Elizabeth II)</i>	Talk about the reigns of three English queens Compare three different English queens Compare life at different times in the past	Know where the people and events they study fit within a chronological framework Identify similarities and differences between ways of life in different periods
Significant historical events, people and places in their own locality events, people and places in their own locality	Book 1, Unit 3	Three brave explorers <i>(Ibn Butatta, Christopher Columbus, Edmund Hillary)</i>	Describe the lives of three explorers Compare three different explorers Talk about different ways we remember the past	Understand some of the ways we find out about the past Identify similarities and differences between ways of life in different periods Use words and phrases relating to the passing of time Know where the people and events they study fit within a chronological framework
	Book 2, Unit 3	Air and space travel <i>(including the first airplane flight, first space flight, first moon landing)</i>	Describe how air travel developed over time Compare old and modern airplanes Discuss important events in the history of air and space travel	Understand some of the ways we find out about the past Significant places in their own locality Use words and phrases relating to the passing of time Know where the people and events they study fit within a chronological framework
KEY STAGE 2 Pupils should be taught about:				
Changes in Britain from the Stone Age to the Iron Age	Book 3, Unit 1	From hunter-gatherers to village people	Discuss how people lived long ago Explore how people first began farming Discuss similarities and differences between life in the past and life now Explain how we use evidence to find out about Stone Age people	Using evidence and source work Historical enquiry Chronological understanding Understanding diversity Change and continuity Cause and consequence Significance Interpretations Making links/connections Exploring similarities and differences

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	Book 3, Unit 2	The Metal Ages	<p>Talk about how people lived in the Bronze Age and the Iron Age</p> <p>Describe how people first began making things from metal</p> <p>Discuss similarities and differences between life in the past and life in the present day</p> <p>Explain how we use evidence to find out about people from prehistoric times</p>	<p>Using evidence and source work</p> <p>Historical enquiry</p> <p>Chronological understanding</p> <p>Understanding diversity</p> <p>Change and continuity</p> <p>Cause and consequence</p> <p>Significance</p> <p>Interpretations</p> <p>Making links/connections</p> <p>Exploring similarities and differences</p>
The Roman Empire and its impact on Britain	Book 4, Unit 3	Ancient Rome	<p>Explore who the Ancient Romans were</p> <p>Compare different ways in which Ancient Rome was ruled</p> <p>Explain why the Romans were so successful at creating an empire</p> <p>Analyse and describe everyday life in Ancient Rome</p> <p>Consider the influence of Ancient Rome on other civilisations</p>	<p>Using evidence and source work</p> <p>Historical enquiry</p> <p>Chronological understanding</p> <p>Understanding diversity</p> <p>Change and continuity</p> <p>Cause and consequence</p> <p>Significance</p> <p>Interpretations</p> <p>Making links/connections</p> <p>Exploring similarities and differences</p>
	Book 5, Unit 1	Roman Invasion	<p>Explore how and why the Romans invaded new lands</p> <p>Describe what life was like in the Roman army</p> <p>Explain how the Romans built their forts and towns</p> <p>Describe what a Roman house looked like</p> <p>Evaluate reasons why the Roman Empire declined</p>	<p>Using evidence and source work</p> <p>Historical enquiry</p> <p>Chronological understanding</p> <p>Understanding diversity</p> <p>Change and continuity</p> <p>Cause and consequence</p> <p>Significance</p> <p>Interpretations</p> <p>Making links/connections</p> <p>Exploring similarities and differences</p>

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Britain's settlement by Anglo-Saxons and Scots	Book 5, Unit 2	The Anglo-Saxons	<p>Explain who the Anglo-Saxons were</p> <p>Explain who ruled the Anglo-Saxons</p> <p>Describe what life was like in an Anglo-Saxon village</p> <p>Recall achievements that the Anglo-Saxons are known for</p> <p>Outline how the Anglo-Saxons and the Vikings are linked</p>	<p>Using evidence and source work</p> <p>Historical enquiry</p> <p>Chronological understanding</p> <p>Understanding diversity</p> <p>Change and continuity</p> <p>Cause and consequence</p> <p>Significance</p> <p>Interpretations</p> <p>Making links/connections</p> <p>Exploring similarities and differences</p>
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Book 6, Unit 1	The Vikings	<p>Explain who the Vikings were</p> <p>Recall how, why and where the Vikings travelled</p> <p>Describe how the Vikings were ruled</p> <p>Recall what life was like in a Viking village</p> <p>Describe the achievements that the Vikings are known for</p>	<p>Using evidence and source work</p> <p>Historical enquiry</p> <p>Chronological understanding</p> <p>Understanding diversity</p> <p>Change and continuity</p> <p>Cause and consequence</p> <p>Significance</p> <p>Interpretations</p> <p>Making links/connections</p> <p>Exploring similarities and differences</p>
A local History Study – a study over time; a study of an aspect of history	Book 3, Unit 4	A history of communication	<p>Explore how different forms of communication have changed over time</p> <p>Explain how different forms of historical evidence are used</p> <p>Examine significant people and events in the history of communication</p> <p>Analyse and describe important changes in communication and their effects</p>	<p>Using evidence and source work</p> <p>Historical enquiry</p> <p>Chronological understanding</p> <p>Understanding diversity</p> <p>Change and continuity</p> <p>Cause and consequence</p> <p>Significance</p> <p>Interpretations</p> <p>Making links/connections</p> <p>Exploring similarities and differences</p>

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	Book 4, Unit 4	A history of leisure and recreation	<p>Explore the terms 'recreation' and 'leisure time'</p> <p>Identify different forms of recreation over time</p> <p>Describe ways in which recreation and leisure time have changed</p> <p>Compare and contrast different forms of recreation over time</p>	<p>Using evidence and source work</p> <p>Historical enquiry</p> <p>Chronological understanding</p> <p>Understanding diversity</p> <p>Change and continuity</p> <p>Cause and consequence</p> <p>Significance</p> <p>Interpretations</p> <p>Making links/connections</p> <p>Exploring similarities and differences</p>
	Book 5, Unit 4	A history of transport	<p>Explain why the invention of the wheel was so important</p> <p>Discover what methods of transport were common before the wheel</p> <p>Explore how transport and trade are linked</p> <p>Explain the impact of technology on transport</p> <p>Examine how developments in transport have changed people's lives</p>	<p>Using evidence and source work</p> <p>Historical enquiry</p> <p>Chronological understanding</p> <p>Understanding diversity</p> <p>Change and continuity</p> <p>Cause and consequence</p> <p>Significance</p> <p>Interpretations</p> <p>Making links/connections</p> <p>Exploring similarities and differences</p>
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Book 6, Unit 2	The Age of Discovery and Exploration	<p>Recall what the 'Golden Age' means</p> <p>Explain how trade and ideas spread before the Age of Discovery and Exploration</p> <p>Analyse why there was an Age of Discovery and Exploration</p> <p>Recall some of the key voyages at this time</p> <p>Describe what life was like on a ship at this time</p>	<p>Using evidence and source work</p> <p>Historical enquiry</p> <p>Chronological understanding</p> <p>Understanding diversity</p> <p>Change and continuity</p> <p>Cause and consequence</p> <p>Significance</p> <p>Interpretations</p> <p>Making links/connections</p> <p>Exploring similarities and differences</p>

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	Book 6, Unit 3	The Tudors	<p>Explain what it was like to live in Tudor times</p> <p>Describe what a Tudor town looked like</p> <p>Recall why and where the Tudors began to explore and trade</p> <p>Explain how England changed in Tudor times</p>	<p>Using evidence and source work</p> <p>Historical enquiry</p> <p>Chronological understanding</p> <p>Understanding diversity</p> <p>Change and continuity</p> <p>Cause and consequence</p> <p>Significance</p> <p>Interpretations</p> <p>Making links/connections</p> <p>Exploring similarities and differences</p>
	Book 6, Unit 4	The story of London	<p>Explain who first settled in London and why</p> <p>Describe how and why London grew so rapidly</p> <p>Recall how plagues, fires and invasions had a major impact on London</p> <p>Explain the history behind some of London's most famous buildings</p> <p>Summarise how London has changed and continues to develop</p>	<p>Using evidence and source work</p> <p>Historical enquiry</p> <p>Chronological understanding</p> <p>Understanding diversity</p> <p>Change and continuity</p> <p>Cause and consequence</p> <p>Significance</p> <p>Interpretations</p> <p>Making links/connections</p> <p>Exploring similarities and differences</p>
The achievements of the earliest civilisations	Book 3, Unit 3	Early civilisations (<i>Sumer, Indus Valley, Shang Dynasty</i>)	<p>Describe some inventions from early civilisations</p> <p>Talk about how people lived in early civilisations</p> <p>Discuss similarities and differences between life in early civilisations</p> <p>Describe some evidence that helps us know about early civilisations</p>	<p>Using evidence and source work</p> <p>Historical enquiry</p> <p>Chronological understanding</p> <p>Understanding diversity</p> <p>Change and continuity</p> <p>Cause and consequence</p> <p>Significance</p> <p>Interpretations</p> <p>Making links/connections</p> <p>Exploring similarities and differences</p>

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	Book 4, Unit 1	Ancient Egypt	<p>Explain the importance of the River Nile in Ancient Egypt</p> <p>Analyse the structure of Ancient Egyptian society</p> <p>Assess daily life and work in Ancient Egypt</p> <p>Identify types of historical evidence for life in Ancient Egypt</p> <p>Consider the influence of the Ancient Egyptians on other civilisations</p>	<p>Using evidence and source work</p> <p>Historical enquiry</p> <p>Chronological understanding</p> <p>Understanding diversity</p> <p>Change and continuity</p> <p>Cause and consequence</p> <p>Significance</p> <p>Interpretations</p> <p>Making links/connections</p> <p>Exploring similarities and differences</p>
Ancient Greece – a study of Greek life and achievements and their influence on the western world	Book 4, Unit 2	Ancient Greece	<p>Explore who the Ancient Greeks were</p> <p>Analyse and describe everyday life in Ancient Greece</p> <p>Describe how the Greeks fought wars on land and at sea</p> <p>Consider the influence of the Ancient Greeks on other civilisations</p>	<p>Using evidence and source work</p> <p>Historical enquiry</p> <p>Chronological understanding</p> <p>Understanding diversity</p> <p>Change and continuity</p> <p>Cause and consequence</p> <p>Significance</p> <p>Interpretations</p> <p>Making links/connections</p> <p>Exploring similarities and differences</p>
A non-European society that provided a contrast with British history	Book 5, Unit 3		<p>Explain why the Maya settled in the jungle</p> <p>Recall who ruled the Maya</p> <p>Explain what Mayan cities were like</p> <p>Examine what achievements the Maya are known for</p> <p>Explore what happened to the Maya</p>	<p>Using evidence and source work</p> <p>Historical enquiry</p> <p>Chronological understanding</p> <p>Understanding diversity</p> <p>Change and continuity</p> <p>Cause and consequence</p> <p>Significance</p> <p>Interpretations</p> <p>Making links/connections</p> <p>Exploring similarities and differences</p>

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