

Below outlines the learning focus for each term

KS1			
<ul style="list-style-type: none"> • Develop an awareness of the past • Know where the people and events studied fit within a chronological framework • Identify similarities and differences between ways of life in different periods • Choose and use parts of stories and other sources to show understanding of key features of events • Understand some of the ways in which we find out about the past and identify different ways in which it is presented 			
Term	Learning Focus		Cross Curricular Links
	Knowledge	Skills	
Spring 2	Toys from the Past <ul style="list-style-type: none"> • Describe a change within their living memory. • Can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods. • Toys have changed over time. • Historically, toys were made of wood and metal. Plastic had not been invented yet. In the present day many toys are made of plastic. • In the past, toys with moving parts were generally mechanical. You had to move a part of the toy to make another part move. • Now we have electricity - Many modern toys are electrical and can move when you turn them on. • Pupils can develop an awareness of the past using common words and phrases relating to the passing of time 	<ul style="list-style-type: none"> • Begin to distinguish between the past in living memory and beyond when putting toys in chronological order and when discussing toys of parents and grandparents. • Speak about toys that belonged to their parents and grandparents. • Can label and annotate simple drawings of artefacts • Experience real and replica toys from the past and also learn from second-hand sources about which toys existed in different times (e.g. interviewing parents and grandparents). • Sort artefacts from then and now • Explain the similarities and differences from past (links to from past to present) 	Science; Materials, circuits D & T; use of mechanics in the context of moving toys
Summer 2	Local Harrow History <ul style="list-style-type: none"> • Understand how and why the local community has developed in the way it has • Harrow has changed over time, from prehistory to the present day, and historical sources, such as objects, photographs, drawings and maps, can help us to identify what Harrow was like during different time periods. • Explain where the people and events they study fit within a chronological framework 	<ul style="list-style-type: none"> • Develop knowledge of chronology by ordering photographs - making a timeline • Deduce information from historical sources, particularly in relation to chronology • To use different historical sources to discuss and explain what Harrow was like at different time periods. • Can compare historical periods using the terms 'then' and 'now' and identify the changes within 	Geography – Local Area

	<ul style="list-style-type: none"> Describe a change within their living memory. Local transport has changed over time. Explain the similarities and differences from past events (links to from past to present) Buildings, including our school, have changed over time .1880 – Train line connects Harrow to London. Glassworks (1920's) and Kodak come to Harrow (1932); providing jobs for the local population. 	<p>these different time periods.</p> <ul style="list-style-type: none"> Compare photos of the past to those in the present in the same location Identify changes from the past, such as modes of transport, from historical photographs (primary sources) 	
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Ambition / Intent:

At Camrose, our intent is that our teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupils' curiosity about the past and to know more about the people that came before them.

Through the teaching of History, we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time

Design / Implementation:

Carefully designed schemes of learning in History, which are aligned with the National Curriculum, ensure consistency across the school giving all pupils access to equitable classrooms; where all pupils can participate and are encouraged and supported to develop a deep and sustained understanding of the history being explored. We intend for our children to have real life experiences and learn about history in an active and creative way. Links to Geography and other subject areas are also explored.

Impact:

Our History curriculum ensures that our pupils will become not just passive recipients of factual information, but enquiring and challenging thinkers who appreciate that there is much we can learn from the past in order to improve the future, and have the skills and the passion required to continue to do so.

Pupils will leave Camrose Primary:

- Understanding how historical events have shaped the world they currently live in.
- Demonstrating an ability to analyse information and make informed judgements.
- Having developed enquiry skills in order to investigate own interests within a topic