

Below outlines the learning focus for each term

- Develop an awareness of the past
- Know where the people and events studied fit within a chronological framework
- Knows that changes occur over time and to consider specific changes within a historical context
- Identify similarities and differences between ways of life in different periods
- Understands that objects and events in history reflect the era in which they were made/occurred
- Recalls specific dates and individuals associated with an historical era
- 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
- Knows that a primary source of information was created at the time of the study and that a secondary source was created after it.

Term	Learning Focus		Cross Curricular links
	Knowledge	Skills	
Autumn	<p>Florence Nightingale Subject Content: Significant Individuals</p> <ul style="list-style-type: none"> • Can name some significant individuals in the past, and their national/ international achievements. • Florence Nightingale a famous British nurse who lived from 1820-1910. • Florence Nightingale began her nursing career during the Crimean War and campaigned for better hospital conditions for the wounded soldiers there. • Nightingale helped to make hospitals more sanitary places and is considered the founder of modern nursing (Much of what we know about clean, organised hospital conditions today is thanks to Florence's hard work and research). • During the Crimean War, Florence Nightingale was nicknamed 'The Lady with the Lamp' because she would work all night to make sure the soldiers had what they needed, including water and warm blankets. • Florence Nightingale influenced modern nursing and training in the medical profession. • Hospitals, including that in Scutari were very basic and the soldiers were not given good food and medicine to help them get better. • Wounded soldiers often arrived with diseases . More men died from these diseases than from their injuries. 	<ul style="list-style-type: none"> • Compare present day nursing with nursing from the past. • Compare standards of hygiene in hospitals between the past and present. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events • To find out about the lives of Florence Nightingale using a range of resources. • Order events chronologically. • Can use words and phrases like: 'before', 'after', 'past', 'present', 'then' and 'now' consistently when describing events, people in the past • Comment on the legacies of significant people in history and record key understanding • To describe where the people and events studied fit within a chronological framework and identify similarities between periods. • Order sequence events on a timeline. 	<p>English – Writing</p> <p>Computing – research / e-safety</p>

	<ul style="list-style-type: none"> • Women were not highly regarded in the medical profession at the time and this has changed over time. • To identify similarities and differences between medical care now and in Victorian times. • We can use pictures and objects to learn about the past. 		
Summer 1	<p>Great Fire of London Subject Content: Beyond Living Memory/significant historical events, people and places in own locality</p> <ul style="list-style-type: none"> • The great fire of London occurred centuries before the eras previously studied • Where the Great Fire of London started (Pudding Lane, Thomas Farryner's Bakery) • Which historical figures were involved and the evidence they provided e.g. Samuel Pepys, Thomas Farryner, Sir Christopher Wren, King Charles • The extent of the damage caused and its impact on London (One-third of London was destroyed and about 100,000 people were made homeless) and how current technology and resources would prevent this in a modern context. • Key historical facts and dates (2nd September 1666 and last for five days) 	<ul style="list-style-type: none"> • Put historical events in chronological order. • Use secondary sources to find historical information. • Use creative writing skills to write about a key historical event. • Research using historical sources • To be able to ask and answer questions about a range of sources • To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented 	<p>Literacy: Creative writing about the great fire of London/study of a diary and own related diary entries</p> <p>Science: Properties of materials</p>

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