

Below outlines the learning focus for each term

National Curriculum Programmes of Study; Colour Coded Cross Referencing Key –
KS2

- Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied
- Note connections, contrasts and trends over time and develop appropriate use of historical terms
- Address and devise historically valid questions about change, cause, similarity and difference and significance
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand how knowledge of the past is constructed from a range of sources

Y3 and 4 (Phase 2) Knowledge End Points:

- Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history
- Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied.
- Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future.
- Draws from historical sources and relevant information to makes connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day.

Y3 and 4 (Phase 2) Skills End Points:

- Can sequence key events from a significant era, showing chronological understanding of this era in relation to others.
- Organises and selects relevant historical information from primary, secondary sources, including artefacts, to draw and convey conclusions in multiple forms
- Can use a range of sources and understands how knowledge of the past has been constructed
- Devises questions which demonstrate critical thinking and enable a secure and wider understanding of the era
- Makes connections between different eras in history and between the past and present, using historical terms with increasing accuracy.

Term	Learning Focus		
	Knowledge	Skills	
Autumn 2	Stone Age, Bronze Age, Iron Age <ul style="list-style-type: none"> • The Stone Age was a prehistoric era which occurred before the eras previously studied. • It was called the Stone Age because it was dominated by stone tools. • It consisted of three different periods called Paleolithic, Mesolithic and Neolithic • It lasted from 2.5 million years ago to approximately 5 million years ago • Changes that impacted on the way people lived included the discovery of fire, the development of increasingly sophisticated tools and the introduction of settlements and farming • The way people lived (homes, diet) was influenced by natural materials 	<ul style="list-style-type: none"> • Ask questions about the past that can be investigated • Demonstrate an understanding of chronology and where the Stone Age to Iron Age fits • Use a range of sources to carry out research • Used primary and secondary sources to suggest what the past might have been like • Use historical vocabulary to describe the periods • Identify and describe reasons for and results of changes in the periods • Identified how natural materials available influenced changes • Compare life in different time periods (e.g. stone age and modern man) 	

	<ul style="list-style-type: none"> The Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (e.g. simple boats). In the Iron Age there was a range of economic and social changes. For example, the concept of wealth, different towns and defences and an increase in trade and land ownership 		
Spring 1	The Roman Empire and its impact on Britain. <ul style="list-style-type: none"> The Roman invasion coincided with the Iron Age To know the extent of which the Roman empire had spread by AD55 and the state of its army, as a context to the invasions of Celtic Britain. To know how some of the pre-existing laws, living conditions and architecture of Celtic Britain differed from those that followed the Roman invasion. That the British invasion was resisted by Celtic tribes and that one of the most significant of these was the Iceni tribe, led by Boudicca. That the Roman invasion had a lasting influence on Britain, including new towns, roads, plants, animals, food, language and that this has an impact on lifestyle (for example, religion, public order, food, libraries, language, the calendar and mathematics). 	<ul style="list-style-type: none"> Carry out historical enquiry from a range of sources - written accounts of invasions, original artefacts, guided school trip, immersive 'Roman Day' experience. Compare Britain and Rome in the same era using a comparative table following class discussion. Research Roman life and Armies - using primary and secondary sources. Undertake critical thinking by asking questions about a historical era and making and conveying value judgements Comparative thinking: Relate what life in ancient Britain was like in comparison to modern Britain, understanding aspects of similarity and difference. Organisation and selection of relevant historical information, including artefacts, primary and secondary sources. Develop understanding of how our knowledge of the past is constructed from a range of sources. Sequence key events from Roman History and relate the era to other ancient eras to develop a chronologically secure knowledge and understanding of Roman History. 	
Summer 1	Anglo Saxons: Chronology from the stone age to 1066 <ul style="list-style-type: none"> The departure of the Romans left Britain vulnerable to invasion by tribal forces from foreign lands. The Angles, Saxons, Jutes and Picts were from other parts of Europe. The invading forces were drawn to England because of floods and famine in their own countries 	<ul style="list-style-type: none"> Locate and place the Anglo Saxon timeline alongside other significant eras on a timeline Sequence events in the history of England following on from the Roman retreat, to demonstrate how government has changed over time. Explain why invaders chose England to settle (cause and consequence), referring to own 	

	<p>and the contrasting rich and fertile farmland in England.</p> <ul style="list-style-type: none"> Anglo-Saxon contributions to language, place names, defence and literature changed the social and cultural landscape of England. Anglo-Saxon settlement differed from Roman settlements in England in that they were made up of small agricultural settlements rather than walled cities. Anglo-Saxon artefacts and sites are an important source of knowledge and have contributed to historical enquiry. The Sutton Hoo burial site holds important information about Anglo-Saxon life. 	<p>recorded evidence from historical sources.</p> <ul style="list-style-type: none"> Explained and evaluated the skills needed for members of an Anglo-Saxon community, drawing from information obtained from historical sources. Provided historical findings through observation, interpretation and evaluation of original artefacts and archaeological evidence. Identify similarities and differences between lettering from the present day and the past, understanding the influence of the past on the present. Distinguish between certainty, guessing and not knowing and make logical inferences supported by evidence. 	
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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