

Below outlines the learning focus for each term

National Curriculum Programmes of Study; Colour Coded Cross Referencing Key – KS2			
<ul style="list-style-type: none"> <li>Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied</li> <li>Note connections, contrasts and trends over time and develop appropriate use of historical terms</li> <li>Address and devise historically valid questions about change, cause, similarity and difference and significance</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>Understand how knowledge of the past is constructed from a range of sources</li> </ul>			
Y3 and 4 (Phase 2) Knowledge End Points:		Y3 and 4 (Phase 2) Skills End Points:	
<ul style="list-style-type: none"> <li>Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history</li> <li>Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied.</li> <li>Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future.</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>Can sequence key events from a significant era, showing chronological understanding of this era in relation to others.</li> <li>Organises and selects relevant historical information from primary, secondary sources, including artefacts, to draw and convey conclusions in multiple forms</li> <li>Can use a range of sources and understands how knowledge of the past has been constructed</li> <li>Devises questions which demonstrate critical thinking and enable a secure and wider understanding of the era</li> <li>Makes connections between different eras in history and between the past and present, using historical terms with increasing accuracy.</li> </ul>	
Term	Learning Focus		Cross Curricular links
	Knowledge	Skills	
Autumn 2	<p><b>Vikings: Chronology from the stone age to 1066</b></p> <ul style="list-style-type: none"> <li>Place the events studied into a chronological framework and gain historical perspective</li> <li>The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden.</li> <li>They travelled in boats called <b>longships</b> and first arrived in Britain around AD 787</li> <li>The Vikings <b>raided</b> places such as monasteries and <b>pillaged</b> expensive items to trade (the first recorded raid took place in AD 793).</li> <li>They were looking for valuable goods like gold and jewels, imported foods and other useful materials.</li> <li>The Vikings also wanted to claim land and tried to take over much of Britain.</li> <li>They <b>invaded</b> and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain</li> <li>Understand the complexity of people's lives, the processes of change and the diversity of societies as well as the challenges of their time</li> </ul>	<ul style="list-style-type: none"> <li>Order significant events from with the Viking era on a timeline and relate to Anglo Saxon period.</li> <li>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>Address and devise historically valid questions prompted from the handing of artefacts</li> <li>Pupils begin to identify concepts such as cause &amp; consequence and make some connections</li> <li>Ask questions such as 'what was it like for a ..... during .....?'</li> <li>Understand the difference between primary and secondary sources of</li> </ul>	

	<ul style="list-style-type: none"> <li>•</li> </ul>	evidence	
Spring 2	<p><b>The Normans &amp; Tudor England</b></p> <ul style="list-style-type: none"> <li>• Place the events studied into a chronological framework and gain historical perspective</li> <li>• Understand the complexity of people's lives, the processes of change and the diversity of societies as well as the challenges of their time</li> <li>• King Henry VIII was a King of England and Wales in Tudor times.</li> <li>• Henry wanted a male heir to the throne and married 6 times – leading to The Church of England</li> <li>• Know the what life was like for rich and poor people in Tudor times</li> <li>• Know about health and medicine in the Tudor period</li> <li>• Make connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day</li> </ul>	<ul style="list-style-type: none"> <li>• Extract historical information from text and video, noting down key facts.</li> <li>• Evaluate what the key information is regarding a monarch's life to be able to produce relevant and concise historical informative writing.</li> <li>• Pupils begin to identify concepts such as cause &amp; consequence and make some connections</li> <li>• Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>• Address and devise historically valid questions prompted from the handing of artefacts</li> <li>• Ask questions such as 'what was it like for a ..... during .....?'</li> </ul>	
Summer 2	<p><b>Victorian England:</b></p> <ul style="list-style-type: none"> <li>• Place the events studied into a chronological framework and gain historical perspective</li> <li>• Know some of the Key Historical Figures of the time:</li> <li>• Know about other key figures that lived at the time and where they lived (e.g. St Thomas More, St John Fisher, William Shakespeare, Sir Walter Raleigh etc)</li> <li>• Victoria was born in 1819 - her grandfather was King George III. She became queen when she was 18 and married Prince Albert 3 years later. They had 9 children.</li> <li>• To know some the important changes and inventions of the Victorian period</li> <li>• Make connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day</li> <li>• Know the what life was like for rich and poor people in Victorian times and compare to Tudor Times &amp; modern day England</li> <li>• Industrial revolution and its impact upon life in Britain</li> <li>• Understand the complexity of people's lives, the processes of change and the diversity of societies as well as the challenges of their time</li> </ul>	<ul style="list-style-type: none"> <li>• Extract historical information from text and video, noting down key facts.</li> <li>• Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>• Use different historical sources to come to a conclusion about a historical figure.</li> <li>• Realise that events usually happen for a combination of reasons.</li> <li>• Will attempt to explain and not just describe.</li> <li>• Ask questions such as 'what was it like for a ..... during .....?'</li> </ul>	

**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