

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>			
<b>Y5 and 6 (Phase 3) Knowledge End Points:</b> <ul style="list-style-type: none"> <li>• Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied.</li> <li>• Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately</li> <li>• Understands how to use a range of sources to develop and deepen knowledge and can state specific aspects of the legacy of ancient civilisations and relates their historical understanding to geographical locations and their significant geographical features.</li> <li>• Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information.</li> </ul>		<b>Y5 and 6 (Phase 3) Skills End Points:</b> <ul style="list-style-type: none"> <li>• Can order historical artefacts and key events chronologically.</li> <li>• Can illicit information and draw conclusions from primary sources of history.</li> <li>• Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era.</li> <li>• Can articulate historical understanding verbally and through writing.</li> <li>• Can compare related historical and modern objects and consider the effect or change caused by an historic event.</li> </ul>	
Term	Learning Focus		Cross Curricular links
	Knowledge	Skills	
Spring 2	<b>Ancient Egypt: Ancient Ancients (Approx 3000 years ago)</b> <ul style="list-style-type: none"> <li>• Know and understand significant aspects of the history of the wider world: the societies, cultures and religions of the past.</li> <li>• Draw a timeline with different historical periods, showing key historical events, or lives of significant people</li> <li>• The ancient Egyptian empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to its conquest by Alexander the Great in 332BC</li> <li>• Egypt is in North Africa and that 90% is a desert area.</li> <li>• The ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water.</li> <li>• The annual flooding of the Nile enabled the Egyptians to grow crops around the banks as the ancient Egyptians</li> </ul>	<ul style="list-style-type: none"> <li>• Find out and draw conclusions about Egyptian life by looking at artefacts.</li> <li>• Use different resources, including keys, and knowledge of other languages to decode hieroglyphics into English.</li> <li>• Use creative writing skills to describe historical event.</li> <li>• Use pictures to create a hypothesis and then investigate which evidence could support this.</li> <li>• Use primary and secondary sources, such as newspaper reports, to find out about the discovery of Tutankhamun's tomb and</li> </ul>	<b>Geography – significant geographical features (River Nile and climate and terrain of Egypt).</b>  <b>Science: Anatomy and Egyptian preservation of the body.</b>  <b>RE: Ancient Egyptian belief in the afterlife</b>  <b>Literacy: topic related written</b>

	<ul style="list-style-type: none"> <li>developed irrigation systems to sustain their crops.</li> <li>• Ancient Egyptians used hieroglyphics to communicate</li> <li>• A Pharaoh represented the Gods on earth and performed rituals and built temples to honour the gods.</li> <li>• Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars'</li> <li>• Tutankhamun's tomb was discovered by Howard Carter in 1922 and that subsequent events led to the widespread belief that the tomb was cursed</li> <li>• Understand why some civilisations have been successful and why others have not</li> </ul>	subsequent events	outcomes (diary of Howard Carter/profile of a Pharaoh/written report about importance of the Nile, & analysis of newspaper reports from the 1920s.
Summer 2	<p><b>Early Islamic Civilization: Civilisations from 1000 years ago (contrast with British History)</b></p> <ul style="list-style-type: none"> <li>• Know and understand significant aspects of the history of the wider world: the societies, cultures and religions of the past.</li> <li>• Draw a timeline with different historical periods, showing key historical events, or lives of significant people</li> <li>• At its height, the Islamic Empire stretched from Spain to India and was ruled by a caliph.</li> <li>• The Silk Road was a trade route which linked the east to west, along which merchants sold their goods. It went through Baghdad.</li> <li>• In the House of Wisdom, scholars studied medicine, astrology and science and many new developments were made.</li> <li>• Baghdad was the world centre of culture and learning until 1258, when the Mongols attacked from Asia.</li> <li>• Beginning to understand and discuss the impact of past events on the present</li> </ul>	<ul style="list-style-type: none"> <li>• Identify that some time periods overlap and can explain reasons for this</li> <li>• Identify different sources and evaluate their effectiveness and historical knowledge</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the House of Wisdom and its legacy. creating and advert and prospectus for study</li> <li>• Describe how the work of early Islamic doctors has influenced modern medicine.</li> <li>• Realise that there is often not a single answer to historical questions and start to develop a perspective and judgement by explaining how historical facts are often interpreted to support opinions.</li> <li>• Draw conclusions to the cause and effect of events in this time period</li> <li>• Answers are structured and provide supporting evidence for statements made.</li> </ul>	<p><b>Literacy: written prospectus informing of opportunities to study at the House of Wisdom</b></p> <p><b>Geography: Studying Historical Maps and Routes (including the silk Road)</b></p> <p><b>Art: Islamic Patterns</b></p>
<p><b>Ambition / Intent:</b>  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.</p> <p>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</p> <p><b>Design / Implementation:</b>  Carefully designed schemes of learning in History, which are aligned with the National Curriculum, ensure consistency across the school giving all pupils access to</p>			

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