

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"> • 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 			
Y5 and 6 (Phase 3) Knowledge End Points: <ul style="list-style-type: none"> • Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied. • 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 • 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. • Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information. 		Y5 and 6 (Phase 3) Skills End Points: <ul style="list-style-type: none"> • Can order historical artefacts and key events chronologically. • Can illicit information and draw conclusions from primary sources of history. • Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era. • Can articulate historical understanding verbally and through writing. • Can compare related historical and modern objects and consider the effect or change caused by an historic event. 	
Term	Learning Focus		Cross Curricular links
	Knowledge	Skills	
Autumn 1 & 2	WW2 <ul style="list-style-type: none"> • Pupils can know and understand significant aspects of the history of the wider world • WWII is an aspect of ‘Modern History’ • Place features of historical events and people from past periods in a chronological framework • Rationing was introduced across the UK in January 1940 • Germany launched air attacks on Great Britain beginning The Battle of Britain and the Blitz (July 1940); Germany, Italy and Japan signed the Tripartite Pact, creating the axis alliance • Germany surrenders on 7/05/1945) and VE Day (Victory in Europe) declared the following day • The war ends on September 2nd 1945, following the US bombings of Hiroshima and Nagasaki. 	<ul style="list-style-type: none"> • Make comparisons between their lives now and the life of a child in WW2. For example, school life, food/rationing, evacuees. Using primary sources from heritage project - film clips and interviews of people involved in WW2. • Use dates and specific terms confidently to establish period detail • Can draw on depth of factual knowledge and understanding of Britain and the wider world • Can give detailed reasons to explain causes and consequences in historical 	<p>Geography – maps (ordnance survey) / Local areas that were affected. (maps of bomb damage)</p> <p>PSHE - families with grandparents in the war. (making connections to self)</p> <p>WP Science - Edible Garden – nutrition / plants</p>

	<ul style="list-style-type: none"> • Neville Chamberlain was UK Prime Minister from 1937-1940 • Winston Churchill was UK Prime Minister from 1940-45 and again from 1951-55) • Adolf Hitler was leader of the Nazi Party and chancellor of Germany, 1933-45 • Can describe changes and continuity in the local area, and give reasons for these • Anne Frank and her family went into hiding as a result of Jewish persecution by the Nazis (she wrote a famous diary of her experiences) • To gain knowledge of the experiences of children during the war • Know that many children from London were evacuated 	<p>events.</p> <ul style="list-style-type: none"> • Write a letter of diary entry from the point of view of someone in WW11. They will draw on their local knowledge and how local areas have been affected, demonstrating empathy for others. • Can describe change within and between periods and societies I have learned about • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions and point out the limitations of others' arguments. • Can ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement 	
Spring 2	<p>Ancient Greece</p> <ul style="list-style-type: none"> • Pupils can know and understand significant aspects of the history of the wider world • The ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks) • Ancient Greece had a warm, dry climate, as it does today. • Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best-known city states are Athens and Sparta. • Athens had a democratic government – people who lived there made decisions by voting. • In Sparta, there was a strong emphasis on military warfare. • The first Olympic Games were held in 776 in the city-state Olympia. • Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour. • Some of our alphabet came from the one that the Ancient Greeks used. • Explain what life was like in Ancient Greece: food, clothing • Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC. 	<ul style="list-style-type: none"> • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires • Can understand why some civilisations have been successful and why others have not • Place features of historical events and people from past periods in a chronological framework • Can identify features and make links between past societies and periods • Use dates and specific terms confidently to establish period detail • Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Starts to express explanation in terms of relative importance backed up a reasoned argument • Consistently identify different sources and evaluate their effectiveness and historical knowledge 	<p>RE: religion in ancient Greece.</p> <p>Geography: significant places and maps of historical trade routes</p> <p>Literacy: written outcomes; letter from a hoplite, leaflet about home life and investigation of root words derived from Ancient Greek.</p>

<p>Summer 2</p>	<p>Discrimination</p> <ul style="list-style-type: none"> • Pupils can know and understand significant aspects of the history of the wider world • Prejudice is judging people without knowing them • Discrimination is prejudice in action; treating people differently • Slavery is any system in which principles of property are applied to people, allowing individuals to own, but and sell other individuals. An enslaved person is unable to withdraw from such an agreement and works without payment. • In the 16th and 17th centuries, Portuguese traders took slaves from Africa to work in the Portuguese colony of Brazil and the Spanish colonies of South America • In the 16th century, English pirates started selling slaves to Spanish Colonies • The slavery trade triangle involved the transportation by slave traders from Europe of enslaved African people, mainly to the Americas between the 16th – 19th centuries. • In 1807 Parliament passed the Slave Trade Act of 1807, which outlawed the international slave trade, but not slavery itself. • In 1833, slavery was ruled illegal in England. • Britain places a naval squadron off the West African coast to enforce the ban on slave trading • Between 1948 and 1970, nearly half a million people moved from the Caribbean to Britain, which in 1948 faced severe labour shortages in the wake of the Second World War. The immigrants were later referred to as ‘the Windrush generation’ (so named after the Empire Windrush, the ship that brought one of the first groups of West Indian Immigrants to the UK in 1948). 	<ul style="list-style-type: none"> • Can describe change within and between periods and societies I have learned about • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Investigate their own lines of enquiry by posing questions to answer • Can give detailed reasons to explain causes and consequences in historical events. • Starts to express explanation in terms of relative importance backed up a reasoned argument, eg. the main reason was, also important, some people think • Use sources to prove or disprove hypotheses about impact of slavery on people at the time. • Identify examples of those who acted against discrimination and slavery • Identify and celebrate evidence of culture in London that originated from the areas the ‘slavery triangle’. 	<p>Geography - analysing maps/Y4 North America Topic</p> <p>PSHE - equality and human rights</p>
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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