

What is this curriculum trying to achieve, and how does this relate to our overall aims and ethos?

We show belief in the children, and inspire their confidence, through a disciplinary and enquiry-based approach that encourages them to see themselves as Historians. ‘Debate’ is key to this, and can be considered the underlying theme of our History curriculum. We also add cultural capital through visits and links, eg to Butser Farm where they can experience Anglo-Saxon life ‘hands-on’, or Preston Manor for immersion into a Victorian household. These experiences aim to give awe and wonder, and inspire a lifelong love of History learning. Topics such as ‘We Can Be Heroes’, and our focus in Assemblies through Black History Month, aim to develop empathy and respect through the prism of history.

How is the curriculum actually implemented – how do we ensure progression, retention, and what does teaching and learning in this subject actually ‘look’ like?

We follow the National Curriculum, and use [Key Stage History](#) as a starting point to our planning of units as this supports the enquiry based approach, with Key Questions underpinning each lesson and room for the children to form and then communicate their own, evidence-based conclusions. Children are given opportunities in every lesson to discuss and justify their ideas, and debate is encouraged, for example when the children in Year 6 decide whether Guy Fawkes was guilty or innocent based on the evidence they have, and extend this learning to explore the theme of democracy and attacks on democracy more widely. Teachers augment by using a variety of techniques to make the learning relatable and interactive, such as using artefacts, museum visits either real or virtual, videos and other sources, or even teacher- or child-in-role. Lessons usually begin with a quick thinking-skills activity to cue the children into being historians, such as looking for evidence in a topic-related picture.

The curriculum is carefully sequenced in terms of knowledge (chronology, and the characteristic features of each time period), understanding (cause and consequence, and change and continuity), and skills (enquiry, interpretation and communication), as you will see below. The youngest children begin with exploring history through stories and traditional tales, before starting to link this with their own concrete experiences and those of their families, for example seaside holidays now and then. They also explore the history of the local area they will be very familiar with, for example when they visit Arundel Castle and explore life as a medieval knight through role play and storytelling. As they go through the school, the children will begin to study less familiar time periods and more abstractly, for example the Stone, Bronze and Iron Ages in our ‘Long, Long Ago’ topic. By the time they reach upper school, they are expected to be able to consider and debate complex issues, such as whether an invasion can ever be considered a positive thing, and to answer these sorts of questions by making links between different topics, such as when they studied Ancient Rome and separately the Vikings.

Retention of the curriculum is promoted through this sort of discussion where the teacher can prompt the children on prior learning and make links explicit. Quizzing is also used as an engaging way for the children to recall prior knowledge across and between units.

How is this curriculum adapted to meet the needs of different children and groups of children, particularly those with SEND?

Some children will benefit from further group discussion before starting a task, particularly where the teacher or an adult can model certain ways of thinking by ‘wondering aloud’; they may also benefit from ‘bouncing around’ ideas with peers for longer. Sentence stems may be used to scaffold written or oral tasks. Where particular support is identified on ILPs or EHCPs that are applicable across the curriculum, these will also be in place during History lessons. For some children with SEND, some aspects of the curriculum may be too abstract for them to fully access, in which case the adults will adapt the task to link the objective to more concrete or personal experiences for that child, or to particular interests they may have. In a very, very small number of cases, the child may not be able to meaningfully access the abstract learning of particularly the Key Stage 2 curriculum at all, in which case we will take the approach taken in Key Stage 1 of using role play and story-telling to support imaginative links and give as much access as possible – we will also make links to History through any alternative provision identified in their individualised plans, for example through comparing desserts enjoyed now and in our Grandparents’ youth when baking.

For children who grasp the concepts more quickly, they are required to justify their ideas in more depth, including through making more links with other time periods, giving multiple reasons or anticipating counter-arguments. This is achieved through adaptation of the task or frame presented to them, and/or through teacher ‘bounce-back’ questioning.

How is progress against, and retention of, this curriculum assessed? How are any gaps in learning then addressed?

Key tasks are identified in the long term planning below which offer opportunities to assess the children’s understanding and grasp of the concepts. Where gaps in learning are identified, these are then followed up with the whole class, or with groups or individuals, ideally in the moment through teacher intervention or plenary, or alternatively in subsequent lessons and through adaptation of future plans. In the Spring Term, the teachers make a summative judgement of each child’s level of mastery of the National Curriculum content, which is shared with their parents/carers. Any persistent gaps in learning are shared verbally with their next teacher in our ‘Handover Meetings’ at the end of the summer term, to inform future planning also, for example through repeating or emphasising certain key skills.

Teachers’ professional judgement is based on the progression of knowledge, understanding and skills given below, which then give learning intentions for each lesson based on which teachers can make a series of ‘can they/can’t they’ judgements formatively, by comparing the objectives with the children’s responses to the tasks. An exemplification file of children’s work is also stored on our drive which teachers refer to when making summative judgements, as a form of standardization.

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Year Group	Term & Topic	Knowledge, Understanding & Skills by Strand	Recommended Adaptations & Assessment Opportunities	Curriculum Plus: Club/Visit/Expert etc
YR	<p>Autumn 1 – Differences then and now</p> <p>Autumn 2 – Artefacts from different periods</p> <p>Spring 2 – Stories in different periods</p>	<p>Knowledge - Know some differences about themselves and what they can do, comparing themselves as a baby to now.</p> <p>Skills - Explore, talk about and role play with artefacts or props from different periods/settings.</p> <p>Knowledge - Talk about books, stories, nursery rhymes, pictures etc using terms like 'olden days' and what clues there are that these have an older setting (eg clothes).</p> <p>Understanding - Start to offer some explanation as to why things happened in stories, or why characters acted as they did • Start to link this to context eg why a historical character couldn't use their smartphone to call for help.</p>	<p>Discuss stories together and gather their responses/ideas. Engage in their role play to gauge their understanding. Support their development with 'wondering aloud' and immersing all in discussion eg about a book. Extend them to explain why they think something.</p>	<p>Invite Grandparents as mystery reader, and to talk about what they enjoyed playing as a child. You can also have different people 'in role' as someone from an even older period.</p>
Y1	<p>Autumn 2 – Toys, sorting artefacts, justifying ideas</p> <p>Summer 1 – Arundel Castle, features of lives in the past</p>	<p>Knowledge - More confident in use of terms 'old' and 'new'. • Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'. • Understands that the world was different in the olden days. • Can confidently identify old and new toys, and can match pictures of people they think would have played with the toys in the past using old photographs.</p> <p>Understanding - Start to justify their choices in matching pictures etc using 'because'</p> <p>Skills - • Can describe the main features of an artefact. • Can make deductions about artefacts, spotting clues to function and use and can talk about, for example: how toys would have been used, possibly through simple role play. • Will write simple captions/sentences to describe.</p> <p>Knowledge - Continues to develop understanding that the world, and our locality, was different in the olden days. • Can describe how features of life today, such as such as different rooms in a house, differ from those of medieval times, referring to subject-specific detail, eg: can label pictures from Arundel Castle and a modern home.</p> <p>Understanding - Use the word 'because' when describing differences</p> <p>Skills - Can find answers to questions about objects by looking in books, eg by looking at books about castles to find out what a particular artefact is. •Label and annotate pictures using period-specific detail</p>	<p>Less able pupils will need lots of the role play and visuals to really understand the context. They may also need to relate it to more personal experience eg their own toys from when they were younger. More able pupils can be challenged with more unusual artefacts or images and pushed to justify their opinions or explanations more.</p> <p>Assess the children's sorting/drawing of old and new toys, labelled with they think it is old/new.</p> <p>Challenge the more able to find more evidence in the topic books, and use 'bounce back' to push them to develop their explanations. Scaffold less able with role play and visuals.</p> <p>Assess the children's labelled pictures of a room in Arundel Castle.</p>	<p>Grandparents – bring an old toy;</p> <p>Trip to Arundel Castle</p>

Y2	Autumn 1 – local history, noticing changes from sources of evidence	<p>Knowledge - Continues to develop – and in more specific detail – an understanding that the world, and our locality, was different in the olden days. •Can offer simple reasons why these changes occurred•Can discuss these changes comparing more than 2 time periods eg Lyminster/Littlehampton in Victorian, mid-20th Century, and now</p> <p>Understanding - Discuss the reasons things have changed, eg why Littlehampton has grown, including starting to think of multiple reasons</p> <p>Skills - Can draw simple conclusions from looking at different sources of evidence, eg I think this picture comes before this picture because... • Label and annotate pictures from the past using more period-specific vocabulary</p>	<p>More able pupils should be pushed to make less literal deductions from what they can see in old maps/photographs etc. Less able pupils should be exposed to lots of visual evidence and immersed in the class discussion also – key points can be reinforced verbally by eg a teaching assistant</p> <p>Assess the children’s annotation of old and new maps or photographs, with reasons for change.</p>	WALK TO, AND VISIT OF, LOCAL CHURCH WITH SURROUNDS
	Autumn 2 – Great Fire of London – explaining reasons for an important event	<p>Knowledge - Realises that we use dates to describe events in time, eg: 1666 for the Great Fire of London. Can use phrases such as ‘over 300 years ago’ in their writing•Can describe 1666 using some precise terms and taught vocabulary</p> <p>Understanding - Can give clear explanation of an important event, offering two or three reasons why an event took place, eg: why the Great Fire spread so quickly•Give 2 or more consequences of an event, eg how the Great Fire changed building methods etc</p> <p>Skills - Can see that there are different versions of real historical situations, eg: different written, spoken and pictorial versions of The Great Fire. •Realises that not all sources of information answer the same questions or give the same information, e.g: by comparing what Pepys’ diary tells us about people escaping from the fire with a contemporary painting. •Children are able to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly. • Can explain why the Great Fire spread so quickly using phrases such as 'another reason was' and 'also' which connect the various ideas</p>	<p>More able pupils should be encouraged to compare the reliability of sources.</p> <p>Assess the children’s explanations for why the fire spread so quickly</p>	DRAMA WORKSHOP
	Summer 1 – Nightingale/Seacole – different perspectives	<p>Knowledge - Can sequence parts of more complex story where action takes place over a long period of time, eg: realises that Florence’s life can be divided into phases – before she went into nursing, when she was at the Crimea, the long period afterwards. • Can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times. •Aware that not everyone in the same time period had the same experiences eg rich/poor, boy/girl etc</p> <p>Understanding - Can give simple reasons why real people did what they did, eg why Florence went to the Crimea, and some of the consequences of their actions, eg cleaner hospitals. Building up to multiple reasons/consequences.</p> <p>Skills - Can spot differences between versions, e.g they see that pictures in books vary in how they depict details. For example: what Florence Nightingale’s lamp looked like – 'it’s different from the one on the Magic Grandad video, Miss'. Realises that there may be more than one way of looking at a significant historical person, e.g soldiers loved Florence Nightingale,</p>	<p>More-able pupils certainly should be able to give a few consequences of events/people’s actions, e.g. giving a convincing explanation of ‘why we remember Florence Nightingale’</p> <p>Less able pupils should have lots of role play to help them understand the context, and encouragement to link it to personal experience eg ‘What would you do? Have you ever tried to make something better?’</p>	TEACHER IN ROLE - HOTSEAT

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		<p>whereas many of the nurses were critical of her. • Understand that people can disagree about what happened in the past without one of them being wrong, eg different opinions about Nightinggale vs Seacole</p>	<p>Assess the children’s explanation as to which pioneer nurse, they think, was the greater hero.</p>	
<p>Y3</p>	<p>Autumn 1 – Stone/Bronze/Iron – changes over, between and within periods</p> <p>Spring 2 – Maya – more than one cause/consequence/perspective etc</p>	<p>Knowledge - Can talk about the past in terms of periods • Realises that Ancient means thousands of years ago • Children understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as tractors in The Stone Age. They are secure in understanding the main differences between today and the period being studied.</p> <p>Understanding - Sees simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age • Progresses to recognise changes over shorter period e.g. between Old Stone Age and New Stone Age and between the Bronze Age and the Iron Age • Identifies changes based on similarity and difference e.g. between Iron Age and Romanhomes/lifestyles</p> <p>Skills - Children understand why we have gaps in our knowledge of history, particularly ancient history; Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations; • Answers contain some simple period-specific references; Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past</p> <p>Knowledge - Can appreciate the concepts of duration and interval eg the beginning and end of the Mayan civilisation and how long this was • Children show an understanding of the main ideas associated with that society e.g. can explain why the maya made human sacrifices. They tend to describe rather than explain and tend to speak about the society as if everyone felt the same.</p> <p>Understanding - Understand that civilisations come and go • Understanding that there may be more than one reason for collapse of the Maya and that reasons were both human and non-human</p> <p>Skills - Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. version of a Greek myth. • Children give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation. Children start cross-referencing information to see if other sources agree, rather than taking everything on face value. Children see that some sources are more useful than others and can explain why.</p>	<p>Assessment task – create a timeline from sequenced images, and annotate with reasons for change etc. SEND can work together, with fewer images for cognitive load, and prompts for the reasoning. More able should be challenged to develop their answers and make reference to where WITHIN each time period the images are from etc</p> <p>Assessment Task – what can we tell from these pictures about mayan life and why does it look different in the different pictures? Less able should focus on the first question and have prompting to get them started. More able should be pushed to answer the second question clearly.</p>	<p>Drama workshop</p> <p>Virtual Tour of the Mayan ruins</p>

	<p>Summer 1 – Egyptians – why/how civilisations rise & fall</p>	<p>Knowledge - Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing the process of mummification; • Can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s;</p> <p>Understanding - Developing their understanding of why/how civilisations rise and fall, now applied to the Ancient Egyptians.</p> <p>Skills - Children understand that we are still finding out new things about history that are changing our perspectives, eg recent discoveries in Egypt. Children can begin to construct an explanation in writing, even if this is not yet a complete text in cohesive paragraphs.</p>	<p>Assessment tasks – why did the Ancient Egyptians become so powerful, and why did their civilisation disappear – cover these questions in the labelling for the exhibits in your museum. More able can produce longer and more detailed answers with multiple reasons etc. Less able can have shorter answers.</p>	<p>Immersion Day</p>
Y4	<p>Spring 1 – Romans – combining different causes into a structured explanation</p>	<p>Knowledge - Can use some key dates as important markers of events e.g Caesar’s landing, Claudius’ invasion, Boudicca’s revolt;</p> <p>Understanding - Gives more explanation for different causes – eg why the Romans invaded Britain – instead of just listing</p> <p>Skills - Can use appropriate ways of communicating their understanding; Answers are structured and provide some supporting evidence for statements made;</p>	<p>Assessment Task – a structured explanation piece on why the Romans invaded Britain.</p> <p>Provide concept maps, diamond sorting prompts etc as scaffolds, but encourage more able children to go beyond this and incorporate their own research etc.</p>	<p>Trip to Bignor or Fishbourne</p>
	<p>Summer 1 – Victorians – nuance – different lives mean different perspectives</p>	<p>Knowledge - Uses more sophisticated time markers within, as well as between 2 periods e.g. at the start of Victoria’s reign, this was in the last 10 years of Victoria’s life • Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor in Victorian times</p> <p>Understanding - Understand that changes and progress are sometimes welcomed by people and sometimes not • Understand that some changes are so widespread they can be called a revolution</p> <p>Skills- Children begin to grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery. Able to see two sides of a question and can offer arguments on both sides;</p>	<p>Assessment Task – Victorians – Vile or Victorious? Children can choose how they present this debate/balanced argument. Less able children can sort prompts into the two categories then sort by importance or add a few of their own. More able should develop their reasoning, grouping their answers and justifying which side or the argument they come down.</p>	<p>Trip to Preston manor</p>
	<p>Summer 2 – haven’t We Changed – Local History – different aspects and rates of change</p>	<p>Knowledge - Can use dates and specific terms confidently to establish period detail e.g. the opening of the school in 1878, celebration of end of the war in 1945</p> <p>Understanding - Understands that some changes happen quite slowly; others can be quite quick</p>	<p>Assessment Task – label a map of the local area with photos of before and now. Explain why and how it has changed. Less able pupils can have fewer photos and examples of explanations to sort. More able should be</p>	<p>Local History Walk and visit to the Littlehampton Museum</p>

		Skills - Widespread use of period specific detail to make the work more convincing and authentic; • When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes;	encouraged to explain changes using more than one point/sentence.	
Y5	Autumn Term – Invaders	<p>Knowledge - Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings • Children can make links between different features of a society to make sense of the world lived in by people in the past, eg ' ____ must have been very hard in Saxon times because of ____ and ____'</p> <p>Understanding - Grasps that change can happen quite quickly and can also be reversed Sees that causes can be linked or connected eg different pressures on the Vikings leading them to seek new lands• sees that different people were affected by changes such as invasion in different ways</p> <p>Skills - Grasps that change can happen quite quickly and can also be reversed; Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders. Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to.</p>	<p>Assessment Task – a balance argument – Is invasion ever a good thing? Less able to use concept maps/banks of facts/prompts to sort; this scaffolding can be gradually reduced for the ability scale. More able to focus on the cohesion of their piece and backing their points up with evidence</p>	Butser Farm
	Spring 1 – Greeks – categorizing eg sim & diff; Influence of one period on others	<p>Knowledge - Can successfully match simple iconic images to each of the periods studied • Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture. • Children understand that people's experiences varied depending on status e.g. they understand that women's position in Greek society was very different in Athens and Sparta.</p> <p>Understanding - Can talk about cause, consequence, similarities and differences etc in different categories, eg religious, economic etc</p>	<p>Assessment Task – Were the Ancient Greeks so different to us? The children consider their responses under different headings (eg religion, Men & Women etc), then choose one to expand. Less able to use concept maps/banks of facts/prompts to sort; this scaffolding can be gradually reduced for the ability scale. More able to focus on the cohesion of their piece and backing their points up with evidence</p>	Immersion Day

		History – key stage 3 2 ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.		
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