

History Curriculum

Intent:

With these aspirations, our INTENT for the HISTORY curriculum is for pupils to:

Fire curiosity about the past by gaining a coherent knowledge and understanding of Britain and the wider world

Encourage thinking about how the past has influenced the present and foster a sense of identity and an increased understanding of pupils' own position in their own community and the world

Appreciate achievements, as well as 'mistakes', of humans in the past

Develop children's use of historical language

Develop pupils' chronological understanding so they can accurately place significant people, events and civilisations within the correct time periods

Develop a range of historical substantive and disciplinary knowledge, thereby enabling learners to think critically and ask perceptive questions, weigh evidence, sift arguments, and develop perspective in making informed judgements and conclusions

Implementation

Planning

Teachers bring the history curriculum to life and engage children through a range of exciting variety of stimuli, including key texts, historical artefacts and events, specialist enrichment days and school trips. Informed by the National Curriculum, the knowledge children acquire has been carefully considered. Children build on prior knowledge to answer key enquiry questions, chosen by senior leaders, thereby applying a range of historical skills to answer the overarching questions: e.g. How did Victorian inventions impact on life in Brighton (Y4)? Knowledge of substantive concept and disciplinary concepts have been interwoven across the curriculum, allowing children to encounter and apply these in different contexts as they progress. Substantive knowledge taught includes historical events, dates and people in the past, but also knowledge of concepts in history such as 'civilisation' and 'monarchy'. We also teach the disciplinary concepts such as cause and consequence, significance and interpretation. Planning is informed by a range of resources; staff use the best resources for our children from curriculums including: Collins, David Weatherly, Grammarsaurus and Oak Academy, to create our own bespoke history curriculum that is informed by Quality First Teaching. At the beginning of each year, children complete a 'What is History?' page where they learn about the discipline and reflect on what history means to them. 'Sticky Starters' are used as knowledge-retrieval opportunities at the start of each lesson.

Recording

In KS2, children have a history book where the date and key concepts are included in each lesson. Teaching sequences always have a timeline for their year group in order to support chronology and knowledge organisers are used to support retrieval and vocabulary knowledge. Sticky starters enable children to revisit previous learning and at the beginning of the year the children record their understanding of history based on previous learning. Books demonstrate children's proficiency in applying their increased disciplinary concepts as they move through the school.

Assessment

Teachers use their professional judgement to assess pupils' understanding through both oral and written responses to key enquiry questions. Knowledge retrieval is evaluated in every session through targeted questioning, mini-quizzes, and the use of pre- and post-assessment grids. These grids are completed at the start of each topic, allowing children to record what they already know, and then revisited at the end to show what they have learned and enable clear comparison over time. At the end of each unit, teachers make a summative assessment, recorded on Bromcom, based on pupils' responses to the key enquiry question. Judgements draw on questioning, pupil voice, formative assessment throughout the unit, and evidence in books.

KS1

Medium Term Plans and units of work make links with previously taught knowledge (PK), including what was taught in KS1 and EYFS. Planning documentation notes where prior learning has been taught in KS1 (e.g. for Power & Palaces (Y5), in KS1 the children were taught some relatable knowledge in Y2 – Why Were Castles Built'). Staff are knowledgeable as to units taught before, including key vocabulary outcomes from KS1, which they refer to and build upon in subsequent

SEND

In alignment with the West Sussex Ordinarily Available Inclusive Practice framework (OAIP), adaptations are embedded within high-quality teaching and include the use of multi-sensory resources, such as artefacts, visual timelines, and role play, to support conceptual understanding and engagement. When appropriate, teachers adapt content and learning outcomes, differentiating tasks by providing structured writing frames, pre-teaching key vocabulary, and offering alternative methods of recording, including oral presentations, visual organisers, and assistive technology. Lessons are designed with clear routines, visual scaffolds, and manageable instructions to reduce cognitive load and support executive functioning. Environmental adjustments—such as seating arrangements, sensory-friendly spaces, and accessibility tools—are made to meet individual needs. These inclusive practices ensure that all pupils develop historical knowledge, critical thinking, and curiosity in line with the aims of the National Curriculum.

Impact

- ✓ Be well-prepared for next steps in education, fostering a positive attitude towards history as a subject and disciplines
- ✓ Confidently recall and articulate their understanding of an historic event that has been taught, explaining the impact on the world today;
- ✓ Explain how historical knowledge is based on information from a variety of different sources;
- ✓ Make connections, comparisons and note trends over time using historical language;
- ✓ Explain their chronological understanding of British, local and world history;
- ✓ Regularly address historically valid questions about change, cause, similarity and difference, and significance;
- ✓ Understand the substantive concepts of power (monarchy, empire), invasion and settlement, society and culture, civilisation and legacy.

History Curriculum

Historical Enquiry

- Posing an historical question
- Gathering, organising and evaluating evidence
- Interpreting findings, analysing and making connections
- Evaluating and drawing conclusions
- Communicating findings

Chronological Awareness

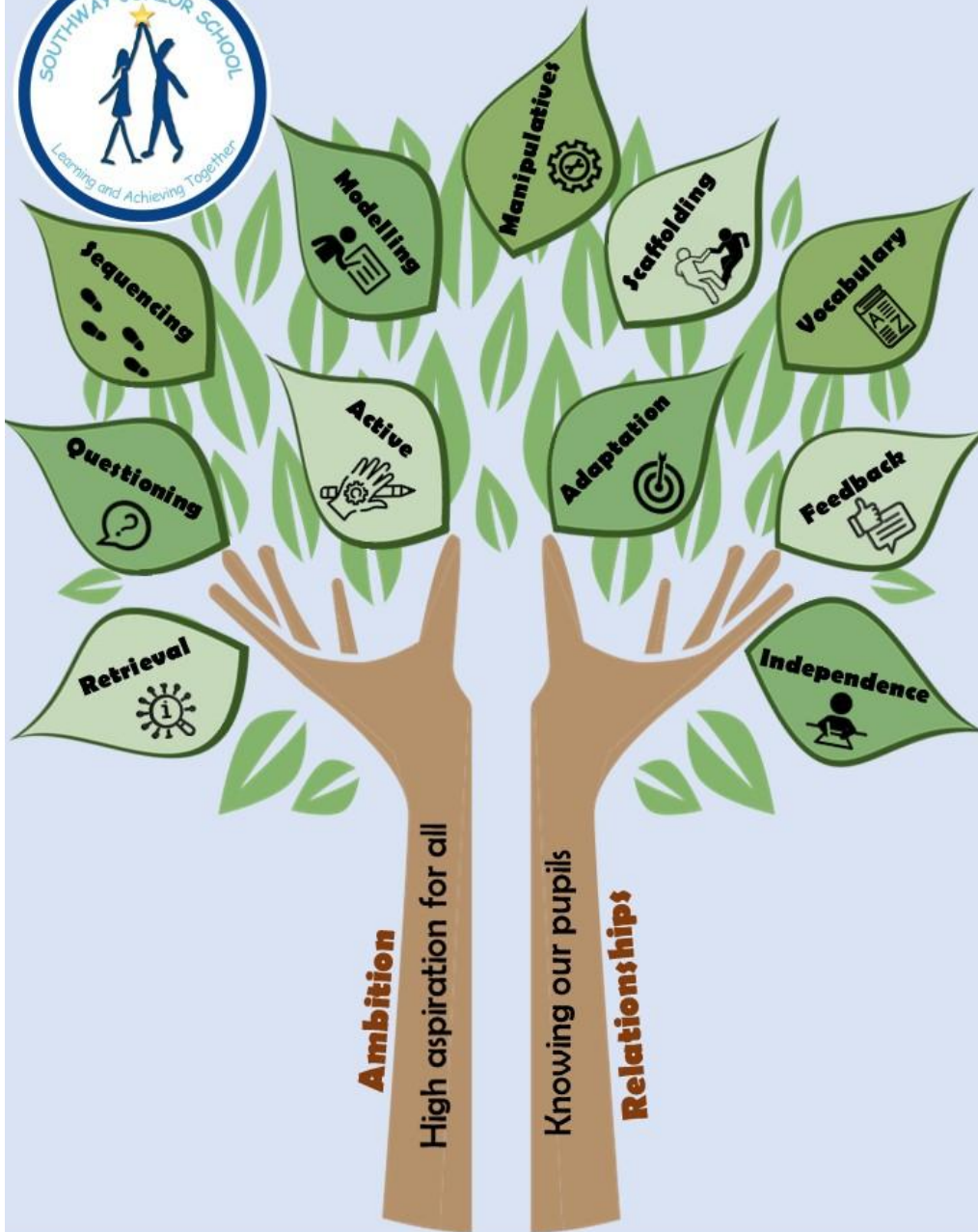
- Language related to chronology
- Building mental timelines of periods.
- Awareness of features of periods of history.
- Knowing particular dates and events

Disciplinary Concepts

- Change and continuity
- Similarities and differences
- Cause and consequence
- Historical significance
- Sources of evidence
- Historical interpretations

Substantive Concepts

- Power (monarchy, empire) 
- Invasion and settlement 
- Society and Culture 
- Civilisation 
- Legacy 



Ambition - high aspiration for all...

Relationships - knowing our pupils....

Sequencing Carefully planned, building on prior learning towards endpoints

Retrieval Revisiting prior learning and make connections...

- Benefits of retrieval practice include:
- Identify gaps in knowledge
- Make connections
- Check for understanding
- Address misconceptions
- Strengthen connections
- Get ready for new knowledge!

Modelling - Demonstrating and showing linked to learning.... When planning our lessons, it is important that we not only plan for what our pupils should do but also plan for the errors that our pupils could make (**I do, we do and you do**)

Vocabulary - Explicit teaching of new vocabulary, which can be a huge barrier to understanding, should be a fundamental part of our teaching. To ensure inclusiveness, even pre-taught to some learners so that their understanding during a lesson will be greater – use dual coding

Questioning Checking pupils' understanding

- Only ask one question at a time. Think about your question – should it be 'open' or 'closed'? Include thinking time – up to 10 seconds.
- If needed, consider clueing rather than giving the final answer.
- Build on prior knowledge by asking: "What do you already know that may be helpful?"
- Focus questions particularly on the learning objective and key vocabulary

Small Steps Chunking new and complex learning...According to [cognitive load theory](#), because of the limits of working memory it is very difficult for young children to juggle more than around 4 items in their working memory at any one time.

Adaptation Adjusting to meet needs...

Active Pupils busy and engaged...avoid too many slides – teach some lessons without – go outside!

Hands-on Across the curriculum, resources bring lessons and learning to life, for example in maths using concrete, pictorial, and abstract manipulatives to understand mathematical concepts











Scaffolding Temporary prompts, support sentence starters, word banks task plans, writing frames/cartoon strips/ graphic organisers 'Concrete' resources, visuals, modelling examples (**I do, we do, you do**)



Independence Time given for practice to develop confidence in knowledge and skills

Feedback Giving advice and celebrating success... praise is specific and targeted
Encourage reflection and monitor progress and adapt.



HISTORY curriculum map

Year group	Autumn	Spring	Summer
3		<p><u>Changes in Britain: What does the Stone, Bronze and Iron Age tell us about the history of the UK?</u></p>  <p><i>Significant People: Early man, hunters/gatherers</i></p>	<p><u>Changes in Britain: Why and how did the Romans settle in Britain?</u></p>  <p><i>Significant People: Julius Caesar, Emperor Claudius, Boudicca</i></p>
4	<p><u>Local Study: How did Victorian inventions impact on life in Brighton?</u></p>  <p><i>Significant people: Queen Victoria, Magnus Volk</i></p>	<p><u>Non-European Society - Why was the Maya civilisation one of the longest in history?</u></p>  <p><i>Significant People: Pakal the Great, Apoxpalon, Jacinto Canek & Tecun Uman</i></p>	<p><u>Changes in Britain: Why did the Anglo Saxons invade England? Were the Vikings raiders or peace-loving settlers?</u></p>  <p><i>Significant People: King Alfred, Alfred the Great, Edward the Confessor, King Ethelred & King Athelstan</i></p>
5	<p><u>Changes in Britain: What was life like in Tudor England?</u></p>  <p><i>Significant People: King Henry VIII, Queen Elizabeth I, Sir Francis Drake, Shakespeare</i></p>	<p><u>Changes in Britain: What was the impact of World War II on the peoples of Britain?</u></p>  <p><i>Significant People: Winston Churchill, Adolf Hitler & Neville Chamberlin</i></p>	<p><u>Influences on Western Culture: What were the greatest achievements of Ancient Greece?</u></p>  <p><i>Significant People: Alexander the Great</i></p>
6		<p><u>Early Civilisations: What was life like for an Ancient Egyptian?</u></p>  <p><i>Significant People: Tutankhamen, Howard Carter Lord Carnarvon</i></p>	<p><u>How have medical breakthroughs of the last 250 years affected life in Britain?</u></p>  <p><i>Significant People: Curie, Flemming and Jenner</i></p>

Year group	Autumn	Spring	Summer
Year 3		<p style="text-align: center;">Changes in Britain - What does the Stone, Bronze and Iron Age tell us about the history of the UK?</p> <div style="text-align: center;">  </div> <p style="text-align: center;">(Changes in Britain from the Stone Age to the Iron Age)</p> <p style="text-align: center;">Look at the chronology of mankind from the Stone Age to today.</p> <p style="text-align: center;">Develop an understanding of the Stone Age periods and when they happened</p> <p>1. Infer using secondary sources about The Stone Age (timeline)</p> <p style="text-align: center;">Explain some of the similarities and differences between different periods in the Stone Age, including features of settlements</p> <p>2. Summarise what a hunter-gatherer looked like (clothing) 3. Explain the impact of the Ice Age (Oak) 4. Explain some of the similarities and difference between different periods in the Stone Age - tools (Collins Ancillary Q 3?!?!?) 5. describe the features of settlements in the Stone Age – houses (Collins Acillary Q 6)</p> <p style="text-align: center;">Explain changes and continuities from the Stone Age to the Bronze Age, using historical sources to answer questions and assess their limitations.</p> <p>6. Identify and compare animals and diets throughout Stone Age periods (Grammarsaurus 3) 7. Apply historical skills to investigate Skara Brae (SW) 8. Explain how the Bronze Age changed how humans lived (Grammarsaurus 8)</p>	<p style="text-align: center;">Changes in Britain: Why and how did the Romans settle in Britain?</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Battles and Bangs (Roman Empire and its impact on Britain)</p> <p style="text-align: center;">Developing their chronological awareness of AD and BC</p> <p>1. Select historical periods on a timeline</p> <p style="text-align: center;">Develop an understanding of the importance of the Roman army</p> <p>2. Demonstrate understanding of the power and historical significance of the Roman Army (link. w. immersion)</p> <p style="text-align: center;">Children investigate why the Romans invaded Britain</p> <p>3. Summarise the causes of the Roman invasion of Britain</p> <p style="text-align: center;">Children learn about the battle between Boudiccia, the Celts and The Romans</p> <p>4. Explain the historical significance of Boudicca</p> <p style="text-align: center;">Children learn how the Roman civilisation caused people to change the way they lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Note change and continuity.</p> <p>5. Demonstrate understanding about how the Romans lived in Britain (link w. Fishbourne).</p>

		<p>9. Explain how the Iron Age changed how humans lived (Grammarsaurus 9?)</p> <p><i>Significant People: Early man, hunters/gatherers</i></p>	<p>6. Explain how Roman roads have caused people to change the way they live (link to Roman roads)</p> <p>Comparing similarities and differences of Roman life to now, children learn how the Romans still influence our lives today. (legacy)</p> <p>7. Compare and contrast Roman life to ours now (linked with Fishbourne).</p> <p>Children learn how the Romans lost power in Britain (fall of the empire)</p> <p>8. Explain some causes and consequences of the Romans leaving Britain.</p> <p><i>Significant People: Julius Caesar, Emperor Claudius, Boudicca</i></p>
<p>Year 4</p>	<p>Local Study - How did Victorian inventions impact on life in Brighton?</p>  <p><u>Victorian Towns and Twisted Tales</u></p> <p>(Local history study: Victorians)</p> <p>(PK – KS1 Brighton Then and Now)</p> <p>Investigating local history during the Victorian period. Children learn about the historical significance of the railways in changing Brighton.</p> <ul style="list-style-type: none"> - find evidence of Victorian Brighton in Brighton today - understand the impact railways had on Victorian Britain - develop an understanding of Victorian inventions - summarise the events of Queen Victoria's reign on a chronological timeline 	<p>Non-European Society - Why was the Maya civilisation one of the longest in history?</p>  <p><u>Mysterious Maya</u></p> <p>(a non-European society that provides contrasts with British history)</p> <p>Children develop their chronological awareness of how the Maya fit into the timeline of mankind. What made the Maya civilisation so successful?</p> <ul style="list-style-type: none"> - chart the rise and fall of the Maya civilisation - demonstrate understanding of how the Maya society was organised - explain what the ancient Maya believed in 	<p>Changes in Britain: Why did the Anglo Saxons invade England? Were the Vikings raiders or peace-loving settlers?</p>  <p>(PK – Battles and Bangs (Y3 Romans))</p> <p><u>Invaders & Raiders</u> (Britain's settlement by Anglo-Saxons and Scots) (The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</p> <p>IMMERSION – PRIOR TO LEARNING Children develop their knowledge of the Anglo-Saxon kings</p> <p>1. Understand how Anglo Saxon Britain was ruled</p>

Children learn about the lives of Victorian children in Brighton – school and work, noting similarities and differences in the rich and poor.

- Demonstrate an understanding of what life was like for a Victorian school child
- Demonstrate an understanding of Victorian manor house.
- Summarise what life was like in a Victorian workhouse

Significant people: Queen Victoria, Magnus Volk

Children learn about the historically significant achievements of the Maya and the structure of Mayan society (hierarchy, slavery)

- demonstrate understanding of the Maya writing and number system
- make observations about Maya artefacts and demonstrate an understanding of Maya life

Deepening their understanding of the growth of empires, children also learn how historians interpret the decline of the Mayan Empire.

- understand the decline of the Maya civilisation

Significant People: Pakal the Great, Aq'ab' Pakal, Jacinto Canek & Tecun Uman

- (Alfred Great main focus with other kings mentioned)
2. Understand the mystery of Sutton Hoo

Children develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings.

3. Who were the Vikings and why did they settle in Britain
4. Understand the struggle between Anglo-Saxons and Vikings to gain control of Britain


Developing their understanding of why people invade and settle, children learn about the consequence of Anglo-Saxon invasion and Viking raids.

5. Recall historical periods on a timeline and sequence key Anglo-Saxon/Viking events
6. Who were the Anglo-Saxons and why did they settle in Britain
7. Understand what it was like in an Anglo-Saxon settlement (compare to Roman life and impact of settlement)

Christianity and Viking beliefs - Lindisfarne. Extending their understanding of different societies, children learn about the Vikings and the historical significance of the Viking Invasion.

8. Explain the historical importance of the Lindisfarne raid

By comparing the Anglo-Saxons to the Romans, they make links and connections, identifying similarities and differences between these civilisations before assessing the contribution of the Anglo-Saxons to life in modern Britain.

			<p>9. Compare and contrast Anglo-Saxon life to modern Britain and understand what the Anglo Saxons done for us</p> <p>Significant People: King Alfred, Alfred the Great, Edward the Confessor, King Ethelred & King Athelstan (first kings of England), Aethelflaed</p> <p>Key Vocabulary: Danegeld, exile, invade, kingdom, longship, outlawed, pagans, pillaged, raid, wergild</p>
<p>Year 5</p>	<p>Changes in Britain-What was life like in Tudor England?</p>  <p><u>Power and Palaces</u></p> <p>(British history beyond 1066: Tudors)</p> <p>(PK – Great Fire of London (Tudor Houses) Y1 & Kings and Queens in Castles – Y2 & Victorian Towns and Twisted Tales – Y4)</p> <p>Study Henry VII, Henry VIII and Elizabeth I as significant monarchs providing change and continuity in Tudor England. Children learn about the historical significance of the power of the monarchy.</p> <ul style="list-style-type: none"> - Describe and summarise the key events, causes and consequences of the Battle of Bosworth - Critique why Henry VIII formed the Church of England - Critique whether Elizabeth I was feeble or fierce? <p>Children learn how Tudor monarchs tried to control the public perception of themselves using portraits</p> <ul style="list-style-type: none"> - Hypothesise how Tudor monarchs tried to control the public perception of themselves 	<p>Changes in Britain - What was the impact of World War II on the people of Britain?</p>  <p><u>We'll Meet Again</u></p> <p>(British history beyond 1066: World War II)</p> <p>Children learn about the different reasons why Britain went to war in 1939 and investigate the consequences for families during the Blitz.</p> <ul style="list-style-type: none"> - Hypothesise how and why WWII started - Demonstrate understanding of Axis and Allied powers - Explain how people protected themselves during The Blitz <p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society.</p> <ul style="list-style-type: none"> - Evaluate the impact of WWII on the role of women in society - Reach informed conclusions about propaganda - Explain what the Holocaust was - Summarise the impact of D-Day <p>Using a range of historical sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II.</p> <ul style="list-style-type: none"> - Empathise why people were evacuated in the UK 	<p>Influences on Western Culture - What were the greatest achievements of Ancient Greece?</p>  <p><u>Glorious Greeks</u></p> <p>(PK – Battles and Bangs Y3 (Romans) & Invaders and Raiders (Anglo-Saxons) Y3)</p> <p>(Ancient Greece – a study of Greek life and achievements and their influence on the western world)</p> <p>Create a chronology of Ancient Greece, plotting, eras, ages and events.</p> <ol style="list-style-type: none"> 1. Create a chronology of Ancient Greece 3. Make reasoned judgements about the causes and consequences of the Battle of Thermopylae <p>Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them</p> <ol style="list-style-type: none"> 2. Make reasoned judgements about Athens and Sparta city states <p>Using different sources of evidence, children learn about democracy and compare this to the</p>

	<p>Use primary and secondary sources to investigate the similarities and differences of people rich or poor, children learn about what life was like for people living in Tudor times.</p> <ul style="list-style-type: none"> - Critique what a Tudor Diet was like - Understand the differences between rich and poor clothing - Critique similarities and differences of Tudor Houses - - Demonstrate Understanding about William Shakespeare. <p>Compare the role of children’s education in Tudor and Victorian times noting change and continuity.</p> <ul style="list-style-type: none"> - Justify whether it would be better to be at school during the Victorian or Tudor era - Apply understanding of the impact of Henry VIII forming the Church of England (wives research) <p>Significant People: King Henry VIII, Queen Elizabeth I, Sir Francis Drake, Shakespeare</p>	<ul style="list-style-type: none"> - Justify why rationing was necessary - Summarise the importance of Dig for Victory - Empathise with Make Do and Mend <p>Significant People: Anne Frank, Alan Turing, Winston Churchill, Adolf Hitler & Neville Chamberlin</p>	<p>ways in which other civilisations studied were governed and the legacy left today.</p> <p>4. Apply understanding of how the Greeks developed democracy</p> <p>Considering sources of evidence, children consider the legacy of the Ancient Greek civilisation. Children will focus on the Olympic games, democracy and gods.</p> <p>5. Compare similarities and differences between a Maya and Greek God</p> <p>6. Hypothesise using sources to compare the ancient and modern Olympics</p> <p>Significant People: Sparta, Athens, Persians (Darius I), Xerxes I, Cleisthenes</p>
<p>Year 6</p>	<p><u>Frozen in Time</u></p>	<p>Early Civilisations - What was life like for an Ancient Egyptian?</p>  <p><u>Early Civilization Achievements: Egypt</u></p> <p>(PK – Mysterious Maya Y4 (Mayans for comparison))</p> <p>Children develop their chronological awareness of how the Ancient Egyptians fit into the timeline of mankind.</p> <ol style="list-style-type: none"> 1. Understand where Ancient Egypt fits into the timeline of humankind. 2. Understand the importance of the River Nile. 	<p>How have medical breakthroughs of the last 250 years affected life in Britain?</p>  <p>(a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066)</p> <ol style="list-style-type: none"> 1. Describe and explain what the term life expectancy means <p>Compare and contrast sources of evidence to reach a judgement as to why life expectancy in Britain fluctuated greatly during the period 1500-1840</p> <ol style="list-style-type: none"> 2. Evaluate the cause and cure of The Great Plague

The children will make links to the Maya civilisation (pyramids, hierarchy, slavery). Children will build on their well-developed understanding of civilisation and monarchy.

3. Explain Ancient Egyptian social hierarchy.

Learning about who the Ancient Egyptians are and the importance of religion in the life of Egyptians and how this led to Pyramids, tombs and mummies.

4. Understand the beliefs of the Ancient Egyptians (includes death, mummification and the afterlife).

5. Understand the beliefs of the Ancient Egyptians (includes death, mummification and the afterlife).

Children investigate the tomb of Tutankhamun, they learn about the importance of Egyptian Pharaohs. Evaluate the significance of the discovery of the tomb of Tutankhamun in 1922

6. Evaluate the significance of the discovery of Tutankhamun in 1922.

Investigate how historians learn about the past using mummies, tombs and pyramids.

7. Investigate how historians learn about the past

What made the Ancient Egyptian civilisation so successful?

9. Evaluate what made the Ancient Egyptians so successful.

Significant People: Tutankhamen, Howard Carter Lord Carnarvon

Evaluate a range of original sources and reach a judgement regarding what people in Britain in 1665 considered to be the cause of the Great Plague and the actions they could take to cure those who had already contracted the disease

3. Describe, explain and evaluate the discovery of Edward Jenner

Describe what Edward Jenner discovered in 1796 and explain and evaluate the implications of his discovery for the future medical health of the people of Britain

4. Understand the chronology of medical advances in Britain

Create their own timeline of medical advances in Britain by designating appropriate equidistant intervals of time along a scale and recording the correct temporal order in which the events occurred.