

## History

### INTENT – To what do we aspire for our children?

-Vision -Design -Aspirations for our curriculum

### Our Vision

**'We are a Family of Friends who LEARN together.'**

### Our Goal

Our vision for excellence within our history curriculum is created in line with the National Curriculum Purpose of Study and aims to provide:






- A high-quality history education that will help pupils gain a coherent and chronological knowledge and understanding of Britain's past and that of the wider world
- A curriculum that inspires pupils' curiosity to know more about the past
- Teaching that will equip pupils to ask perceptive questions, think critically, weigh evidence, consider arguments, and develop perspective and judgement
- A learning journey that helps pupils 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, the challenges of their time and their position in their community and the world.

Our intention is to:

- engage, inspire, motivate, support and challenge
- ensure our learners progress academically and become more expert as they progress through the curriculum
- develop successful, informed, engaged, thoughtful, confident learners, who make a positive contribution to the community and society – both now and in the future.

### Our Values & Curriculum Drivers









**At Hove Learning Federation, history is driven by the following values:**

	<p><b>Love of Learning</b></p>	<ul style="list-style-type: none"> <li>• Enjoy immersive learning opportunities that aim for children to experience what life was like in different periods</li> <li>• Inspire children's curiosity and understanding about the past in our local area, Britain and the wider world</li> <li>• Develop children's secure understanding of chronology</li> <li>• Develop children's skills of enquiry through the investigation of artefacts, online sources, pictures and real life stories</li> <li>• Encourage children's ability to think critically, reflect, debate and evaluate the past</li> <li>• Embrace the art of oral storytelling and interpretative role play to enable the children to develop a deeper understanding of people's experiences of the past</li> <li>• Encourage thinking about how the past influences the present</li> </ul>
	<p><b>Equality, Diversity &amp; Inclusion</b></p>	<ul style="list-style-type: none"> <li>• Support children to be proud of their personal heritage and how this links to global citizenship</li> <li>• Enable children to make personal connections with the past</li> <li>• Foster a sense of identity and an increased understanding of children's own position in their community and the world</li> <li>• Help children to learn to value their own and other people's cultures and consider how they lived both in the past and now</li> </ul>
	<p><b>Aiming High</b></p>	<ul style="list-style-type: none"> <li>• Build their answers to big questions sequentially.</li> <li>• Be reflective and analytical of the past and sources of evidence.</li> <li>• Evaluate the effectiveness of evidence to develop reasoned interpretations.</li> <li>• Discuss the impact/legacy that history has had on today</li> <li>• Inspire children to attain high standards by introducing purposefully chosen, aspirational historical figures</li> </ul>
	<p><b>Respect and Well-being</b></p>	<ul style="list-style-type: none"> <li>• Foster empathy and respect for different perspectives and backgrounds.</li> <li>• Show pride in their own and others' histories.</li> </ul>
	<p><b>Nurture and Citizenship</b></p>	<ul style="list-style-type: none"> <li>• Understand their own cultural identity.</li> <li>• Develop a sense of belonging.</li> </ul>

- Understand how wider events in history have affected their own community on a local, national and global scale






## Our Curriculum Design

**Meet the needs of every child across the whole curriculum**

Equity	Inclusion	Learning Behaviours	Personal Development	Skills	Knowledge and Understanding	Creative and critical thinking	Cultural Capital
							
Equality of opportunity. All children to succeed no matter their entry point.	Every child, whatever their individual abilities or needs, is equally valued.	Attitudes and attributes for learning and life.	Equip children to become global citizens, who live happy and healthy lives and know how to achieve their goals.	Curriculum mapped to include the subject specific skills required to attain and excel. Children develop learning to learn skills such as metacognition.	Deep learning of the key concepts of our curriculum and the National Curriculum.	Both are nurtured. Children are challenged to question, reason and express themselves.	Is a golden thread, woven through everything we do to teach children well.

## Learning Characteristics Animals

Underpinning Hove Learning Federation's curriculum are our learning characteristic's animals.

Independence	Perseverance	Curiosity	Imagination	Co-operation
				

History Long Term Sequence Features							
<p><b>Sequencing</b></p>	<p><b>Small Steps</b></p>	<p><b>Spiral</b></p>	<p><b>Long Term Memory</b></p>	<p><b>Making New Links</b></p>	<p><b>Cognitive Load</b></p>	<p><b>Key Concepts</b></p>	<p><b>Substantive and Disciplinary Knowledge</b></p>
<p>Our curriculum design deliberately sequences units of learning from EYFS to Year 6 to ensure children deepen their historical knowledge and understanding through exposure to a progression of substantive and disciplinary knowledge</p>	<p>Learning is chunked into small steps that allow children to build knowledge and deepen understanding lesson to lesson, unit to unit and year to year.</p>	<p>The spiral design of our curriculum means children will return to key learning points and concepts. For example, in KS1 our sequence guides children to develop a sense of time, place and change which will underpin their understanding of chronology and change over time.</p>	<p>The progression of knowledge in history has been clearly mapped across each year group to ensure children will transfer new learning to long term memory. The ultimate goal is to make the learning stick!</p>	<p>The acquisition of knowledge into long term memory means that children are able to make links with new learning more easily. Our curriculum overview shows how new learning is carefully imparted over time.</p>	<p>Our long-term sequence for history reduces cognitive load by mapping out opportunities for children to review previous years and units learning. All staff are aware of the units and lessons covered in previous years in order to refer back.</p>	<p>Children develop knowledge about key concepts in history which allow them to draw contrasts, analyse trends and create their own structured accounts. This allows them to discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p><b>Substantive Knowledge</b> The subject knowledge and explicit vocabulary used to learn about the content</p> <p><b>Disciplinary Knowledge</b> The knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts. It is through disciplinary knowledge that children become able to think like a historian.</p>

## Purpose of the Sequence Progression

Our curriculum is sequenced in line with the EYFS Statutory Framework (2021), Development Matters (2021) and the National Curriculum for History (2013).

### Why do we have a long-term sequence? What is its purpose?

- It is our intention for children to deepen their historical knowledge and understanding over time through thoughtfully sequenced exposure to a progression of substantive and disciplinary knowledge.
- Our spiral curriculum is designed on the principles of instruction and is influenced by our understanding of how the memory works and cognitive load theory.
- Research shows that this will ensure knowledge is transferred to long term memory and making links with new learning is more accessible.

### **EYFS:**

In Early Years our children are guided through opportunities to begin to recognise the difference between now and long ago. This includes a comparison of harvests now and in the past. Children also gain an understanding of the past through their families and older relatives when learning 'all about me'.

### **KS1:**

The sequence in KS1 guides children to develop a sense of time, place and change which will underpin their understanding of chronology and change over time. It begins with children studying the 'difference between now and long ago' and 'changes within living memory' enabling children to talk to those within their families and community about changes they will remember and can describe.

Children go on to learn about the lives of significant individuals, such as Mary Anning and David Attenborough, and importance is placed on children understanding the context in which these key figures lived. This is further developed through a study of local history through significant events, people and places. Their locality is understood by knowing about the places, the buildings, the events and the people that tell a story of the past.

Then moving onto 'events beyond their living memory' children deepen their early concepts of chronology by linking it to abstract, but known, events in the past such as Guy Fawkes and the Gunpowder Plot and the Great Fire of London. Significant historical events, people, places in our locality such as the use of Brighton Pavilion as a hospital in WW1, are learned about for children to develop an understanding of the impact of history in Brighton and Hove.

### **KS2:**

Our spiral curriculum design allows this foundational knowledge to be built upon and used to support long-term retrieval in order to contrast cultural and technological differences across history. The substantive concepts of invasion, law, civilisation and society are developed through explicit vocabulary instruction and children are able to draw upon prior understanding to support and position new knowledge enabling the stable construction of long-term memories.

### **Lower KS2:**

In lower KS2, our children learn how historians believe Britain changed throughout the Stone, Bronze and Iron Ages, as well as the cultural and technological advances our ancestors have made. Lessons explore the archaeological evidence which shows us how creative and innovative early humans were at surviving within changeable environments.

The children's understanding of Iron Age Britain offers a solid starting point for the study of the Ancient Romans' influence on Britain.

Children build on their understanding of the concepts of invasion, power and community in their study of the Anglo-Saxons settlement of Britain. They develop their understanding of how a community of people can exert their power over another country or its people, and the religious influence of the Anglo-Saxons.

Further learning on invasion, power and community is explored in the study of the Viking era and their struggle for power in Britain.

### **Upper KS2:**

In upper KS2 children study the ancient civilisations of the Maya and Ancient Greece. They learn about the influence of culture, people and places on the Western World, deepening their understanding through comparison. Linking to their developing understanding of chronology, children also compare what was happening in Britain at the same time. The Anglo-Saxons are revisited for comparison, allowing for understanding to deepen.

Children in year 5 learn about the development of Brighton and Hove through the ages, as it grew from a Palaeolithic settlement, into a Saxon fishing village, its huge expansion in the Victorian era and finally into the modern-day city that we know today.

Children in year 6 learn about the impact that World War 2 had on Britain and they also study the Windrush Generation.

Knowing about slavery, Caribbean culture and the injustice of the past enables children to understand why events happened

and how people in these times faced racism, discrimination and prejudice. Strong links are made with our PSHE curriculum and our 'Developing an Anti-Racist School' policy - challenging racism and prejudice in all its forms.

## HLF Long Term Plan Example

Our curriculum starts in EYFS and ends in Y6. Our long-term plans include the unit, thinking question, substantive concepts and small step, lesson by lesson progression.

**HLF HISTORY LONG TERM PLAN YEAR 2023 - 2024**

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
		<b>Bears, Bears, Bears!</b>	<b>Wonderful &amp; Wild!</b>	<b>To infinity and beyond!</b>	<b>Portals Through the Ages</b>	<b>The Roamin' Romans</b>	<b>Brighton Rocks!</b>	<b>A Great American Road Trip</b>
AU1	Unit	Begin to recognise the difference between now and long ago	Study changes within living memory	Study the lives of significant individuals	Changes in Britain from Stone Age to the Iron Age	The Roman Empire and its impact on Britain	A local history study (HJS planning)	
	CQ			Are all astronauts the same?	What can we learn about prehistoric times in Britain?	What impact did the Romans have on Britain?	Why settle in Brighton?	
	Steps	1) How has harvest changed from long ago and now? 2) What is it like around here? 3) What are the shops in my community? 4) What were the shops like in the past? 5) How have shops changed? 6) How are shops different today than a long time ago?	1) How have I grown and changed in my life? 2) What is it like around here? 3) What are the shops in my community? 4) What were the shops like in the past? 5) How have shops changed? 6) How are shops different today than a long time ago?	1) Who was Neil Armstrong? What did he achieve? 2) Who is Mae Jemison? What did she achieve? 3) Who is Bernard Harris Jr? What did he achieve? 4) Who is Time Peake? What did he achieve? 5) Compare the achievements of two significant individuals. What was similar and what was different? 6) Compare the achievements of two significant individuals. What was similar and what was different?	1) What were the three ages of the Stone Age? 2) What were Palaeolithic times like? How do we know? 3) What were Mesolithic times like? How do we know? 4) What were Neolithic times like? How do we know? 5) When was the Bronze Age? What was the Bronze Age like? How do we know? 6) How was the Bronze Age different to the Stone Age?	1) Who were the Romans? 2) What did the Romans believe in? 3) Why was the Roman army so powerful? 4) When did the Romans invade Britain? 5) What did the Romans do for us?	1) When did people first settle in the Brighton and Hove area? 2) How did Brighton change from being a small fishing village into a large tourist resort? 3) During which period did most change occur in Brighton? 4) Who are some of the influential residents from Brighton's history? 5) What was the impact of WWII on Brighton? 6) Can we always trust photographs as a reliable source?	N/A – Geography studied
		<b>Bears, Bears, Bears!</b>	<b>Wonderful &amp; Wild!</b>	<b>Heroes and Villains</b>	<b>Portals Through the Ages</b>	<b>The Roamin' Romans</b>	<b>Brighton Rocks!</b>	<b>A Great American Road Trip</b>
AU2	Unit	Begin to recognise the difference between now and long ago		Study events beyond living memory & Study the lives of significant individuals	Changes in Britain from Stone Age to the Iron Age			
	CQ				What can we learn about prehistoric times in Britain?			
	Steps	1) How has Christmas changed from long ago and now?	N/A – Geography studied	Stunning Start 1) Who was Guy Fawkes? 2) Who was Guy Fawkes? Unit 3) What is Remembrance Day? 4) Pavilion hospital in WW1 5) Who was Florence Nightingale? 6) Who was Florence Nightingale? 7) Who was Mary Seacole? 8) Who was Mary Seacole?	7) When was the Iron Age? What was the Iron Age like? How do we know? 8) What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?	N/A – Geography studied	N/A – Geography studied	N/A – Geography studied
		<b>I need a hero!</b>	<b>Castles and Caves</b>	<b>Into the Jungle</b>	<b>Trash to Treasure</b>	<b>Vicious Vikings?</b>	<b>The Mighty and Mysterious Maya</b>	<b>A World At War</b>
SP1	Unit	Begin to recognise the difference between now and long ago Begin to understand seasonal changes.		Study events beyond living memory (Great Fire of London)		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Study the Maya civilisation and compare to the Anglo-Saxons	WWII
	CQ					Who were the Vikings?	Who were the Ancient Maya?	What are the impacts of war?
	Steps	1) How have police officers changed from long ago to now? 2) Update class timeline with key events to show passage of time. 3) What do you want to be when you're older? 4) Imbroke story - How do plants and animals change with the seasons?	N/A – Geography studied	1) Where is London? When was the Great Fire of London? 2) How did the fire start? Why did the fire spread so quickly? Study Sunday 2 <sup>nd</sup> September 1666 3) Where did the fire spread to? Study Monday 3 <sup>rd</sup> and Tuesday 4 <sup>th</sup> September 1666 4) Where did the fire spread to? Study Wednesday 5 <sup>th</sup> and Thursday 6 <sup>th</sup> September 1666 5) How do we know about the Great Fire of London? Study sources of evidence, including artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn 6) What effect did the fire have on London? As a result of the fire, what changes were made to London?	N/A – Geography studied	1) Who was in Britain before the Vikings invaded? 2) What was life like for Vikings? 3) When did the Vikings attack Britain? Where did the Vikings invade and settle? 4) What peace was agreed between the Anglo-Saxons and Vikings? 5) Why did the Normans and Vikings both think they had the right to the throne of England?	1) What ancient civilisations are there? Where in the world did they originate from? (HJS planning) 2) Where did the Maya live? 3) What were the significant events in the Maya's history? 4) What were Maya city-states like? 5) What were Maya city-states like? 6) What did the Maya invent?	1) What caused the start of WW2? 2) What can we learn about evacuation from primary and secondary sources? 3) How did rationing during WW2 affect people's lives? 4) What were the reasons for and the impact of the Battle of Britain? 5) How did the role of women change because of WW2? 6) How was propaganda used during WW2?
		<b>Great Adventures!</b>	<b>Castles and Caves</b>	<b>Into the Jungle</b>	<b>Trash to Treasure</b>		<b>The Mighty and Mysterious Maya</b>	<b>A World At War</b>
SP2	Unit	Understand seasonal changes.	Study the lives of significant individuals		REVISIT Changes in Britain from Stone Age to the Iron Age		Study the Maya civilisation and compare to the Anglo-Saxons	WWII
	CQ					Who were the Vikings?	Who were the Ancient Maya?	What are the impacts of war?
	Steps	1) Spring festivities around the world.	1) Who was Queen Victoria? 2) What did Queen Victoria achieve? 3) Who is Elizabeth I? 4) What did Elizabeth I achieve? 5) Compare the achievements of two significant individuals. What was similar and what was different? 6) Compare the achievements of two significant individuals. What was similar and what was different? LEWES CASTLE link Think about how castles look across the world e.g., oldest castle in Syria.	N/A – Geography studied	1) Remember: what changes happened in the three ages of the Stone Age? 2) Remember: what changes happened in the Bronze and Iron Age? 3) What changes happened between the Stone Age, Bronze Age and Iron Age?	N/A – Geography studied	7) What did the Maya invent 8) What happened to the Maya city-states? 9) What was the impact of the Spanish colonisation? (HJS planning) 10) What was happening in Britain at the same time? 11) How were the Maya similar to the ancient Britons? How were they different?	7) What can we learn from sources of evidence about the Holocaust? 8) What do primary and secondary sources tell us about the Kindertransport? 9) How diverse were the troops which fought in WW2? 10) What role did the US play in WW2? 11) How did D-Day mark the beginning of the end of the war? <b>CUT DOWN BY 3 LESSONS TO ALLOW FOR GEOGRAPHY</b>

S1	Unit	Out of the egg	The Secret Garden	Beside the Seaside!	The Roman Empire and its impact on Britain	The Roman Empire and its impact on Britain	The Awesome Egyptians	The Groovy Greeks	The Windrush Generation
	Unit	Understand the difference between now and long ago. Study the lives of significant individuals.							
	CQ				What impact did the Romans have on Britain?	What did the Ancient Egyptians achieve?	How have the Ancient Greeks influenced modern-day life?	How have the Windrush generation influenced modern-day Britain?	
	Steps	1) When did dinosaurs live? 2) Where did dinosaurs live? 3) Who was Mary Anning? 4) Who was Mary Anning?	N/A – Geography studied	N/A – Geography studied	1) Who were the Romans? 2) What was it like to live in Rome? 3) Remember the Celtic people: what was it like to live during the Iron Age? 4) When did the Romans invade Britain? 5) Who resisted the Roman invasion? 6) Technology: how did Britain change under Roman rule?	1) Who were a few of the earliest civilisations and what did they achieve? 2) Who were the ancient Egyptians and where did they live? 3) The Old Kingdom: who was significant and what did they achieve? The Middle Kingdom: who was significant and what did they achieve? 4) The New Kingdom: who was significant and what did they achieve? 5) Achievements: how and what did the ancient Egyptians write? 6) Achievements: How did the ancient Egyptians use the River Nile?	1) Who were the Ancient Greeks and when did they rule? 2) What beliefs did the Ancient Greeks hold? 3) City-states: what was the difference between Athens and Sparta? 4) What was democracy like in Athens? 5) Why was the theatre important to the Ancient Greeks? 6) What happened at the Battle of Marathon and Salamis? Why were they important?	1) Where are the Caribbean islands? What's their history? 2) How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler? 3) Why did people migrate from the Caribbean to England in 1948? 4) What was life in London like for the Windrush pioneers? 5) Who was Sam King and what did he do? 6) Who was Norma Best and what did she do? 7) How did the Windrush migration change Britain for the better?	
S2	Unit	Splash! Splash! Splash!	The Secret Garden	Beside the Seaside!	The Roman Empire and its impact on Britain	The Roman Empire and its impact on Britain	The Awesome Egyptians	The Groovy Greeks	The Windrush Generation
	Unit		Study the lives of significant individuals	Study significant people, places, and events in BRIGHTON			The achievements of the earliest civilisations - Egypt study	Ancient Greece - a study of Greek life and achievements and their influence on the western world	
	CQ			How has Brighton changed?	What impact did the Romans have on Britain?	What did the Ancient Egyptians achieve?	How have the Ancient Greeks influenced modern-day life?		N/A – Geography studied
	Steps		1) Who was Mary Anning? What did she do? 2) What was the Royal Pavilion like in his time? How did it change? 3) Who was Martha Gunn? 4) What is Brighton like now? 5) What has David Attenborough achieved? 6) Compare the lives of Mary Anning and David Attenborough? What was similar and what was different? 7) Continue lesson 5	1) Who was the Prince Regent? 2) What was the Royal Pavilion like in his time? How did it change? 3) Who was Martha Gunn? 4) What is Brighton like now? 5) What has David Attenborough achieved? 6) Compare Brighton then and now.  ***Mix of George and Martha G, Pavilion, Changes over time and living memory (clothes, buildings) focus on buildings being used as hospitals for Indian soldiers. Focus on influences on Pavilion architecture. Discuss cultures.	7) Belief: how did Britain change under Roman rule?	7) Gods: what did the ancient Egyptians believe in? 8) Evidence: what do we know about Tutankhamun?	7) Why were the Olympic games invented by the Ancient Greeks? 8) Who was Alexander the Great and why was he so renowned?		

## HLF Subject Progression Ladders

Our Subject Leads created our Subject Progression Ladders to ensure the National Curriculum is taught step by step. They illustrate the progression of skills, knowledge and vocabulary taught through EYFS, Key Stage 1 and Key Stage 2. Breaking down the National Curriculum objectives allows our teachers to plan for progression and provide all of our learners with the small steps they need. Identifying knowledge and skill progression in this way enables our teachers to plan an ambitious and effective spiral curriculum through the key stages which results in long term learning. Subject and Year Leads use the Subject Progression Ladders to design and plan assessments and for monitoring. They illustrate the progression of skills, knowledge and vocabulary taught through EYFS, Key Stage 1 and Key Stage 2.

	Year R (Subject: Past & Present)		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery	Reception						
<b>Chronological Understanding</b>	By the end of Reception: They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and storytelling.		By the end of KS1: Children should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.		By the end of Key Stage 2, children: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.			
		Sequencing of the school day. Visual timetable. Measure short periods of time.	Place known events and objects in chronological order.	Describe where the people and events studied fit within a chronological framework. Add people, events and dates to timelines. Sequence events which are close together on a time frame. Begin to make links between events and how they led on to one another.	I know that the past can be divided into different periods of time	I can place events, artefacts and historical figures on a time line, using dates	I can compare some of the times studied with those of the other areas of interest around the world.	I can use dates and terms accurately when describing events
		Recall changes that have happened in their own lives.	Describe events and recount changes within living memory.  Describe memories and changes that have happened in their own lives.	Describe in detail events and recount changes within living memory.	I can order some key events in history and understand the concept of change over time and represent this on a timeline	I can sequence events from a famous person's life, or a famous historical event/era	I can use dates and historical terms accurately when describing events.	I can describe the main changes in a period of history, using terms such as social, religious, political, technological and cultural
		Begin to discuss differences about how we live now and how people used to live.	Begin to identify similarities and differences between ways of life in different periods.	Identify similarities and differences between ways of life in different periods.			I can describe the main changes in a period of history, using terms such as social, religious, political, technological and cultural.	I understand the concepts of continuity and change over time, representing them, with evidence, on a time line
		Begin to use words and phrases relating to the passing of time.	Use common words and phrases relating to the passing of time.	Show an awareness of the past, using common words and phrases relating to the passing of time. Measurements of time relating to quantities of years.				
<b>Vocabulary</b>	A long time ago, yesterday, tomorrow When we were younger Morning, Afternoon. Months of the year Days of the week Minutes Hours Next, Before, after that		A long time ago, yesterday, tomorrow When we were younger Morning, Afternoon. Months of the year Days of the week, minutes, hours Next, before, after that, when I was..... when my parents/grandparents	A long time ago, yesterday, tomorrow When we were younger Morning, Afternoon. Months of the year Days of the week, minutes, hours Next, Before, after that, when I was..... when my parents/grandparents	Prehistoric, Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age.	dates, time, period, era, chronology, century, decade Before Christ (BC), anno domini (AD), Roman empire,	Palaeolithic, century, population, expansion, change,	

## EYFS

In Early Years, the children build a foundational knowledge of History. They learn the difference between long ago and now through enquiry lessons linked to their topics, e.g. exploring police officers in the past and present in 'I need a hero!' topic.

Where possible the children have opportunities to handle real artefacts and models to bring their history learning to life. These sessions ignite a curiosity in children to learn more about how things were different in the past and some children will start to identify similarities and differences. They also begin to talk about the lives of the people around them and their roles in society. Through stories and looking at photographs they understand that their lives are different from the lives of people in the past. Through daily routines, rhymes and songs, children learn the days of the week, months of the year and about New Year. They begin to experience measuring time with timers and calendars. They know that a clock / watch measures time and tells us when to do things. The children begin to use time related vocabulary such as, **time, week, month, year, later, long ago**, which they will build on as they move into Key stage 1. The concept of 'community' is one that threads throughout our history curriculum, beginning in Early Years where children learn about how key events (Harvest, Christmas) were celebrated in the past and now. Our Early year's children are also introduced to a significant person from the past- Mary Anning in the topic 'Out of the Egg'. This learning is revisited in Year 1, when they learn about her life and impact as well as similarities/differences with David Attenborough.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<p><b>Begin to recognise the difference between now and long ago</b></p> <p>How has harvest changed from long ago and now?</p>	<p><b>Begin to recognise the difference between now and long ago</b></p> <p>How has Christmas changed from long ago and now?</p>	<p><b>Begin to recognise the difference between now and long ago</b></p> <p><b>Begin to understand seasonal changes.</b></p> <p>How have police officers changed from long ago to now? Update class timeline with key events to show passage of time. What do you want to be when you're older? Imbolc story- How do plants and animals change with the seasons?</p>	<p><b>Understand seasonal changes.</b></p> <p>Spring festivities around the world.</p>	<p><b>Understand the difference between now and long ago.</b></p> <p><b>Study the lives of significant individuals.</b></p> <p>When did dinosaurs live? Where did dinosaurs live? Who was Mary Anning? Who was Mary Anning?</p>	<p><b>Changes- linked to PSED</b></p> <p>When I grow up Celebrate me Questions for year 1 Tour of year 1 Transition</p>

## Substantive Knowledge




This is the subject knowledge and explicit vocabulary used to describe the past and the established facts that are central to this subject.

## Golden Thread – 3D Curriculum Curriculum Drivers & Substantive Concept Mapping

Our curriculum drivers (see above) and our history substantive concepts (see below) are the 'golden thread' running through our history curriculum.

Children learn abstract concepts through meaningful examples and repeated encounters in different contexts across the curriculum. This explicit planning supports children to transfer their knowledge across the curriculum and use it to frame future learning.

This supports our work towards a 3D curriculum that promotes remembering. Our 3D curriculum is designed so that knowledge is built upon term by term, year by year and between topics across a variety of year groups. This enables our children to gain and retain more knowledge and understanding.







History 3D Curriculum		
Vertical Links	Horizontal Links	Diagonal Links
<p>Concepts deliberately constructed within a subject that are encountered across year groups from EYFS to Y6 (for example, the concept of COMMUNITY: this is explored in Y2 Great Fire of London, Y3 Stone Age to Iron Age and Y6 World War 2)</p> 	<p>Links between subjects, commonly known as cross-curricular, or themed (for example, Castles in Year 1: looking at the features of a castle in History and constructing castles in D.T. The development of farming is looked at in Year 3 History Stone Age to Iron Age and in Year 3 D.T. with baking oat cakes.)</p> 	<p>Concepts connected across both year groups and across subjects (for example the concept of COMMUNITY is discussed in R.E., history, geography, MFL and PSHE lessons in multiple year groups)</p> 

### History Substantive Concepts

CUSP have defined 6 substantive concepts that are the suggested vehicle to connect the substantive knowledge. We return to these across the topics within our spiral curriculum design.

KS1: Community – Knowledge – Power – Democracy

KS2: Community – Knowledge – Invasion – Civilisation – Power – Democracy

Community	Knowledge	Invasion	Civilisation	Power	Democracy
					
This gives us a focus on a large group of people living in a place	This gives a focus on the difference knowledge makes to people	Taking over another country or region with an armed force	A large group of people who follow similar laws, religion, and rules.	The power to advance technology, architecture, and the arts. Or The power over people and places	A form of government voted for by the people

### History Substantive Concept Mapping & Thinking Questions

#### Substantive concepts

Substantive concepts are taught through explicit vocabulary instruction as well as through the direct content and context of the study. Concepts link up through the school and are revisited in our spiral curriculum (see above).

#### Thinking Question

Each unit has its own thinking question which links the lessons together. The teacher and children revisit the thinking question at the end of each lesson. As pupil knowledge develops over time, the children are able to build upon prior learning, make connections and answer the question in more depth.

#### KS1 Thinking Questions

In KS1 the thinking question is mind mapped by the whole class in the initial lesson of a unit and then added to with each subsequent lesson so that children can see how their accumulated knowledge enables them to form an answer.

KS1 Examples	
Y1	'How have shops changed?', 'Why are some people remembered?'
Y2	'Are all astronauts the same?', 'Why are some people remembered?', 'What was the Great Fire of London?', 'How has Brighton changed?'



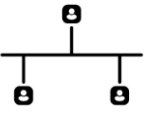
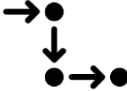

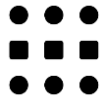


### KS2 Thinking Questions

In KS2 the thinking question is mind mapped in their books. Following teacher modelling, children can independently add to their mind-map as the unit progresses and answer the question as they choose in their end-of-unit double page spread.

KS2 Examples	
Y3	'What can we learn about prehistoric times in Britain?', 'What impact did the Romans have on Britain?'
Y4	'What impact did the Romans have on Britain?', 'Who were the Vikings?' and 'What did the Ancient Egyptians achieve?'
Y5	'Why settle in Brighton?', 'Who were the Ancient Maya?', 'How have the Ancient Greeks influenced modern-day life?'
Y6	'What are the impacts of war?', 'How have the Windrush generation influenced modern-day Britain?'

## Disciplinary Knowledge – Thinking as a historian

Disciplinary knowledge describes the varied types of questions that historians ask in order to make and examine historical arguments, claims and accounts. It is the skills children use when being a historian. Within our history curriculum, children will consider the following disciplinary themes when thinking historically:

Chronology	Cause and consequence	Change and continuity	Similarity and difference	Evidence	Significance
					
The science of time	The reason and result of the things that happened in history	How key people, places and events changed or stayed the same over time	<p><b>Similarity</b> Compare similarities at the same time – what stayed the same and why?</p> <p><b>Differences</b> Compare difference at the same time – what was different between people and places – why was that?</p>	How we know about the past	Why people, events and ideas are important in our studies

## Local Knowledge, Enrichment & Cultural Capital

### Local knowledge and community

At HLF, we value the importance of our local community. Within our curriculum our children learn about the history of our local area, the significant people who have played a part in it and the places of interest and importance both 'then' and 'now'.

### Enrichment

We provide enrichment opportunities that can happen inside or outside of the school but that complement classroom instruction. The aim is for our children to try new and varied activities that help to develop character, resilience, and motivation, and that encourage our children to pursue their interests and become lifelong learners. We know that enrichment activities can empower children to develop skills, discover passions, and foster a well-rounded education.

### Cultural Capital

These are the opportunities such as trips, visits, local walks and interactions with members of our local community that our woven through our curriculum that give children the essential knowledge needed to be educated citizens that have an appreciation of how human creativity and achievement in the past has, and continues to, influence our lives. However cultural capital is also derived from the learning opportunities in the classroom, the sources of inspiration for lessons carefully curated by our staff and the dialogue around the key concepts within history that children are engaged with.

**Visits, trips, and enrichment activities to show how children build upon their understanding of their community (Brighton and Hove)**

<b>YR</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<p><b><u>Understanding the world</u></b></p> <p><b>Past and Present:</b> Fire service visit to talk about the lives of people around us and their roles in society</p>	<p><b><u>Changes within living memory:</u></b> Local walk looking at the area, community, and shops/high street.  Designing and building castles.</p>	<p><b><u>Significant historical events, people, and places in our locality:</u></b> Beach walk looking at the local area and visiting the sea where Martha Gunn was a famous dipper. Comparing then (the past) and now.  Designing and constructing Moon buggies in D&amp;T.</p>	<p><b><u>Changes in Britain from Stone Age to the Iron Age</u></b> A history workshop from 'Portals to the Past'  Visit to Brighton Museum to complete their Stone Age to Iron Age workshop</p> <p><b><u>The Roman Empire and its impact on Britain</u></b> Making shields, baking Roman bread, making Roman theatre masks, making a clay Roman bust</p>	<p><b><u>The Roman Empire and its impact on Britain</u></b> Making shields, baking Roman bread, making Roman theatre masks, making a clay Roman bust</p> <p><b><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></b> A history workshop from 'Portals to the Past'.</p> <p><b><u>The achievements of the earliest civilisations - Egypt study</u></b> Mummifying an orange.</p> <p>Make a torch for Howard Carter's exploration of Tutankhamun's tomb.</p>	<p><b><u>A local history study</u></b> Beach walk, looking at the local area and sketching the seafront.  Visit to Brighton Museum to complete their "local history mystery".</p> <p><b><u>Study the Maya civilisation and compare to the Anglo-Saxons c. AD 900</u></b> Make an Ancient Maya-style death or celebration mask.  A history workshop from 'Portals to the Past'.</p> <p><b><u>The Groovy Greeks</u></b> Sew a replica Greek toga.  Make a Greek salad.</p>	<p><b><u>WWII</u></b> Make an Anderson Shelter from clay.  Visit a replica air-raid shelter at Downs Junior School.  Dress up as evacuees.</p> <p><b><u>The Windrush Generation</u></b> Art instillation project based on the work of sculptor</p>

## Implementation – How do we deliver the curriculum?

### -The strategies and steps that we take every day to achieve our curriculum intent











#### Sequencing

Our history curriculum is taught across each year group in units which link to our topics. This enables our children to build a depth of knowledge, acquire and practice key skills and embed vocabulary. Each unit is strategically planned to build upon prior learning with opportunities to introduce and revisit key concepts woven throughout in order to deepen pupil understanding. An example of this is outlined below:

YR	Y1	Y2	Y3	Y4	Y5	Y6
Services (fire & police) – the lives of people around us and their roles in society	Changes within living memory (first years, shops/high streets, local community and toys)	Great Fire of London	Stone Age, Bronze Age and Iron Age	Vikings and Anglo-Saxons	The Maya Civilisation  Ancient Greeks	WW2  The Wind rush Generation
COMMUNITY	COMMUNITY, KNOWLEDGE	COMMUNITY, KNOWLEDGE, POWER, DEMOCRACY	COMMUNITY, KNOWLEDGE, POWER	COMMUNITY, INVASION, POWER	COMMUNITY, POWER, DEMOCRACY, CIVILISATION	COMMUNITY, POWER, INVASION, DEMOCRACY



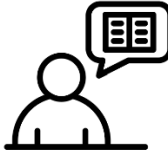
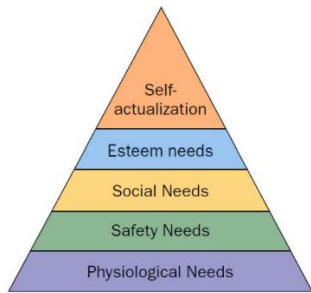
#### Pedagogy

#### Key Principles for Effective Teaching & Learning at Hove Learning Federation

high expectations 	quality first and adaptive teaching 	developing learning behaviours 	relationships and environment 	quality of instruction 
inspire, support and challenge 	layered modelling to ensure access for all children 	subject knowledge and mastery 	effective questioning and feedback 	making it stick' - transferring knowledge to long-term memory 

#### Key Theories & Evidence Based Research to design lessons and units

Below are the key theories and research that underpin our approach to pedagogy and guide our curriculum design. They are used to promote high quality teaching and used in staff CPD to develop strategies that ensure consistency of standards and pedagogical understanding.

<b>Sweller's cognitive load theory</b> 	<b>Rosenshine's principles of instruction</b> 	<b>Cain and Oakhill's vocabulary instruction</b> 	<b>Maslow's Hierarch of Needs</b> 
<b>Fiorella and Mayer's generative learning practice</b>	<b>Ebbinghaus' forgetting curve</b>	<b>Interleaving and Spacing</b>	<b>Bloom's Taxonomy</b>

<p><b>Retrieval Practice</b></p>	<p><b>Bruner's Spiral Curriculum</b></p>	<p><b>Pupil Book Study</b></p>	<p><b>Education Endowment Foundation</b></p>

## Assessment

Assessment opportunities are continuous and form a key part of our teaching and learning.  
**Formative assessment** opportunities are planned in throughout our lesson model (see examples below).  
**Summative assessment** – opportunities are planned in at the end of units and the end of the year.

### Examples of in class formative assessment opportunities

<p>deliberate practice and rephrasing of taught content</p>	<p>cumulative quizzing within the learning sequence</p>	<p>structured discussions in class</p>	<p>retrieval and recall</p>	<p>explaining and challenge partner talk</p>
<p>self and peer assessment</p>	<p>teacher feedback and summaries</p>	<p>diagnostic questioning</p>	<p>higher order thinking and exit tickets</p>	<p>summarising and explaining the Big Question from the sequence</p>
<p>rephrasing and thinking out loud</p>	<p>key vocabulary use and application</p>	<p>Professor Prove It</p>	<p>Deep Diver and Submarine challenges</p>	<p>lesson to lesson, unit to unit, term by term, end of year feedback &amp; thinking questions</p>

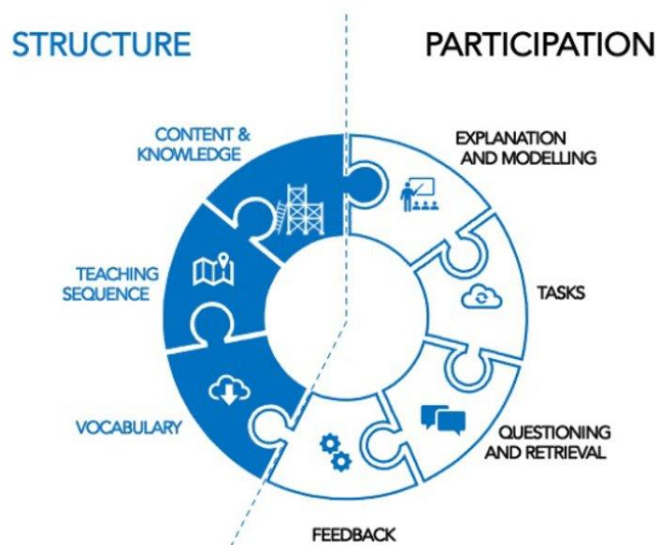
## Mapping and Planning – 7 Lenses

Alex Bedford’s Pupil Book Study approach to quality assuring the curriculum helps us to evaluate curriculum structures, teaching methods, pupil participation and response through a dialogic model.

When undertaking these tasks, we ask the following key questions:

- How well do our children remember the content that they have been taught?
- Do books and children discussions radiate excellence?
- Does learning ‘travel’ with our children and can they deliberately reuse it in more sophisticated contexts?

To ensure our monitoring is thorough and targeted, we identify what is helping and hindering by looking at structure and participation (see table below).



Pupil Book Study 7 Lenses						
STRUCTURE			PARTICIPATION			
Content and Knowledge	Teaching Sequence	Vocabulary	Explanation and Modelling	Tasks	Questioning and Retrieval	Feedback

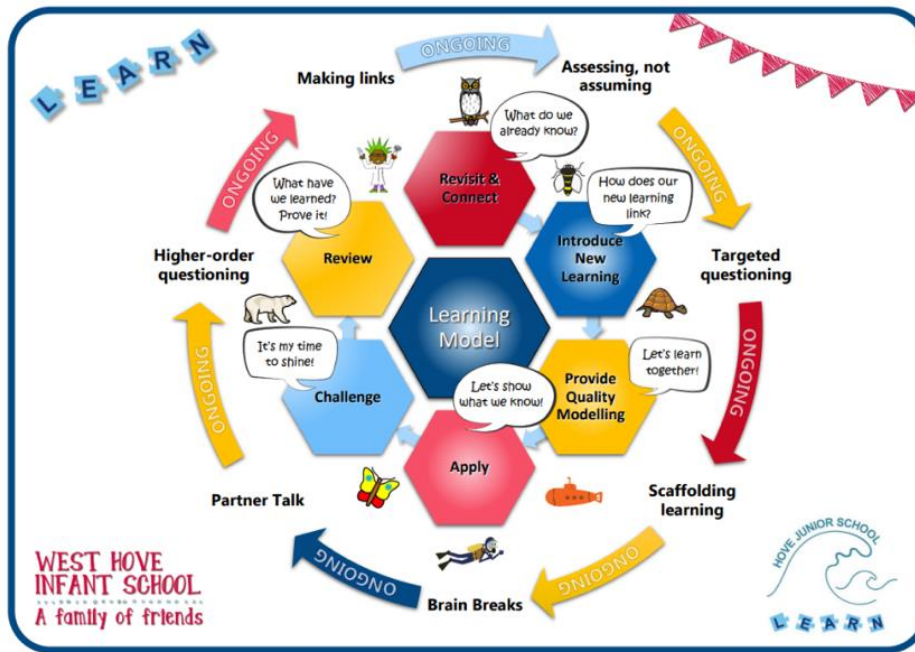
## Lesson Structure/Model

### Learning Model: The Enacted Curriculum

To ensure constant quality-first teaching across the curriculum we have developed the Hove Learning Federation Learning Model. As illustrated in our visual guide below, each stage of the model has been carefully crafted on the most up to date evidence based research. It is a model designed to give enable all children to:

- Revisit prior learning from previous lessons and linked units from past terms and years.
- Make links with this learnt knowledge and new learning.
- Access new learning through skilled teacher modelling.
- Apply new understanding and skills with partner and independent work.
- Experience challenge at their level.
- Review the learning for that day and be guided to see how their understanding has deepened.

Teachers do not make assumptions about children’s understanding but use a range of Assessment for Learning strategies to adjust lesson content and pace so that they are delivering the right knowledge and skills for the children they have in front of them. Learning is scaffolded to be inclusive to all and brain breaks and partner talk keep the learning engaging, accessible and challenging. Higher order questioning is used to guide children to make links and encourage considered thinking. Staff receive regular CPD on each element of the Learning Model. Areas for development are pinpointed through monitoring and targeted for improvement.



## Environment and Resources

We utilise a wide range of high-quality images and diagrams within the teaching resources we provide for our children. These are carefully designed and dual coded to minimise cognitive overload and allow each child access to their learning in the most inclusive way. Wherever possible, we use inspiring images that can be zoomed in on to explain difficult concepts and images that spark discussion and challenge thinking. The use of all resources is modelled carefully by teachers so that every child knows how to succeed in each lesson. Scaffolding is also used to provide more a more structured approach to achieving desired outcome for children who need this. This is always used in a progressive way so hat scaffolds are reduced over time and allow independence to develop.

## Enrichment Opportunities

Our topic lead curriculum allows us to create learning sequences in history that ensure cultural capital and enrichment opportunities extend the curriculum offer for all pupils.

### Each topic:

- begins with a stunning start e.g. KS1: alien landing from an unknown planet, dragon egg discovery, KS2: Stone Age cave painting in Year 3 and evacuee day in Year 6
- can includes a marvellous middle e.g. KS1: trip to Drusilla's, local seasonal walks KS2: baking Roman bread, sewing a Maya explorer's back pack
- end with a fabulous finish e.g. KS2: Ancient Maya day, looking at different aspects of life – including chocolate!

### Topic enrichment events can also include:

- visits from experts e.g. YR: vets and fireperson visit for 'People Who Help Us', KS1: Sussex past- castles workshops, KS2: Stone Age days or Viking days run by Portals to the Past
- dressing up days where children create themed accessories in class e.g. KS1: Superhero dress up day, KS2: Roman day and Evacuee day)
- enjoy immersive drama activities (Examples...YR: themed costumes and play areas around 'People Who Help Us' like vet's clinic, KS1: Gunpowder Plot drama, Florence Nightingale role play, KS2: Mantle of the Expert in Year 3 – creating an archaeology company and digging up Stone Age artefacts
- visits to sites of historical local significance e.g. KS2: visits to Brighton Museum to learn about the Stone Age and local history
- trips further afield e.g. KS1: Woods Mill, KS2: visit to the Rampion Windfarm visitor centre)

**Where possible we develop children’s skills of enquiry through the investigation of:**

- real artefacts e.g. YR: handling replica artefacts (fossils), KS1: Sussex past workshops-opportunities to handle armour and artefacts, KS2: handling replica artefacts for Stone Age, Romans, Vikings, Ancient Maya and real local newspaper articles and propaganda from WWII
- online sources
- pictures
- real life stories e.g. YR: Great Adventures topic- invite parents from diverse backgrounds to share their culture and historic traditions, KS2: Year 5 hear stories of survivors from WWII who were living in Brighton when the Odeon Cinema was bombed, as part of their local history investigation. Year 6 children study WWII they invite Holocaust survivors to their VE day celebrations: a significant opportunity to embrace the art of oral storytelling to enable the children to develop a deeper understanding of people’s experiences of the past.

**Texts and Reading Across the History Curriculum**

We understand that improving children’s reading confidence is central to the curriculum as a whole. We believe that fluency in the children’s reading and their knowledge of a subject can be mutually reinforcing. We select, create and develop appropriate reading material and design activities so that reading and vocabulary building is embedded in the routines of learning.

To understand statements, questions, and full texts, we teach words and phrases as explicitly as possible. We generate our words and phrases list, introducing, teaching, and revisiting them throughout the lesson to enable our children to link ideas and make connections. We build on this knowledge and understanding by adding new vocabulary as the unit develops. This can be seen in the classroom on our learning walls and in our children’s books.

Throughout our lessons, we provide different styles of comprehension questions. This can be to check for understanding after a teacher has read a sentence, paragraph, or text out loud or it could be after independent reading. Some examples of comprehension activities include:

- answering comprehension questions based on the text. This could be verbally through whole class discussion, partner talk, PowerPoint Afl opportunities or independent tasks
- summarising key points or re-phrasing in their own words verbally or in writing
- applying the content to problem-solving activities
- following written instructions

Many of our core texts for English are linked to our history-based topics. Each year these texts are reviewed by our English team and careful choices are made to select a diverse range of authors and characters in line with our ‘Creating and Anti-racist School’ policy.

**Examples of Texts and Reading Across the History Curriculum**

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Imbolc story- a Celtic traditional story of seasonal changes.	Where the Wild Things are	Little People, Big Dreams: Mae Jamison and Neil Armstrong	Stone Age Boy  The Great Cave	Escape from Pompeii	The Hero Twins	Letters from the Lighthouse
				The Roman Invasion	Adventures of Odysseus	Rose Blanche
				Norse Mythology	Gaia Goddess of the Earth	John Agard Poem: The Windrush Child (picture book)
				Odd and the Frost Giants	So You Think You’ve Got it Bad?	The Windrush Child (Benjamin Zepheniah)
				Meet the...Ancient Egyptians	A kid’s guide to Ancient Greece	
				Secret of the Sun King		

## Diversity and Identity across the History Curriculum

Through our planning and curriculum mapping, we celebrate the diversity within our community and the wider world and develop confidence in individual identity through our tailored curriculum. We promote equality and use examples of where this has not always been the case in the past to support learning and promote tolerance.


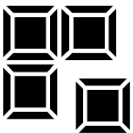
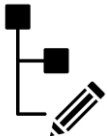





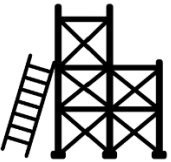

Diversity and Identity Across the History Curriculum							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Autumn</b>			Astronauts – Neil Armstrong, Mae Jemison, Bernard Harris Jr, Time Peake  Heroes and Villains – Guy Fawkes, Remembrance Day, Walter Tull, Indian soldiers at the Pavilion WW1, Florence Nightingale, Mary Seacole	Cheddar Man and Whitehawk Woman	Lucius Septimius Severus	Martha Gunn and Sake Dean Mahomed	Toni Morrison, Dr Mae Jemison, Prince, Florence Joyner and Dwayne McDuffie
<b>Spring</b>	Mary Anning  Spring festivities around the world	Kings, Queens and Castles –		Isatou Ceesay – the Gambian recycling woman	The concept of immigration	The Spanish colonisation of the Maya	Alan Turing and the development of the enigma code  The role of Britain's black community in WWII
<b>Summer</b>		David Attenborough - Explorer Mary Anning – Female Fossil Hunter	The Prince Regent Martha Gunn Use of the Royal Pavilion as a hospital for Indian soldiers in WW1	Lucius Septimius Severus	The formation of the Egyptian empire	The development of democracy and the disparity between which genders were allowed to vote	The Windrush Generation and migration from the Caribbean following WWII



## SEND & Inclusive Learning

We adapt the curriculum to meet the needs of all our children so that everyone can access the learning, build on their prior knowledge, and understand the skills needed to become historians.

We do this by:

	<p>-Identifying the <b>CRITICAL CORE CONTENT</b> that pupils with SEND need to know and use.</p>
	<p>-<b>CHUNKING</b> knowledge and knowledge notes/models in manageable sections</p>
	<p>-Teachers use structured <b>RESPONSIVE FRAMEWORKS</b> (including the use of stem sentences and sentence stems) to promote hard thinking</p>
	<p>-Teachers use structured <b>DELIBERATE PRACTICE</b> to increase attention and retention</p>
	<p>-Pupils with SEND are entitled to think hard. We use structured <b>CHALLENGE FRAMEWORKS</b> to promote hard thinking, drawing on the content, including explain the word connections and sequenced thinking paths</p>
	<p>· Dual coding (using CIP and symbols from the Noun Project) is used to pre-teach tier 2 and 3 vocabulary and is included on all lesson slides, core knowledge files and knowledge strips in Key Stage 2, and all activity sheets in Key Stage 1.</p>
	<p>· Higher level challenge partners and talking trios are used to ensure children with SEN and or EAL are provided with high quality talk and modelled language of history skills.</p>
	<p>· Activities ensure children with SEN or EAL can access tasks appropriately and share their understanding of historical concepts.</p>
	<p>· Differentiation and scaffolds are included where appropriate to enable access to learning and ensure children make at least expected progress.</p>
	<p>· Pictures and quotes are taken from children with SEN and or EAL to ensure evidence is recorded in books and on The Portal (EYFS)</p>



· EEF 5-A-Day approaches/strategies are reviewed and incorporated into our lessons  
1 – explicit instruction, 2 – cognitive and metacognitive strategies, 3 – scaffolding, 4 – flexible grouping, 5 – using technology

## Knowledge Organisers

Knowledge Organisers and Core Knowledge Files are used for each History unit in KS1 so that:

- Core knowledge can be conveyed in one place.
- Students and teachers can refer throughout.
- It can support questioning and retrieval.
- It can support participation.
- Key vocabulary can be highlighted.
- The split attention effect can be reduced.

### Year 1 Knowledge Organiser example

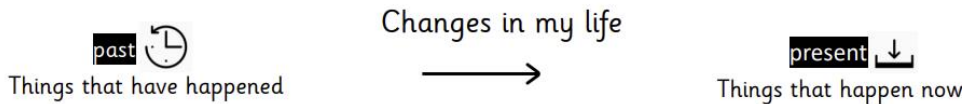


History study

Introduce

Changes within living memory

Year \_\_ Term



**baby**  
0 - 1 year old



**toddler**  
1 - 2 years old



**pre-school**  
3 - 4 years old



**school**  
4 - 5 years old

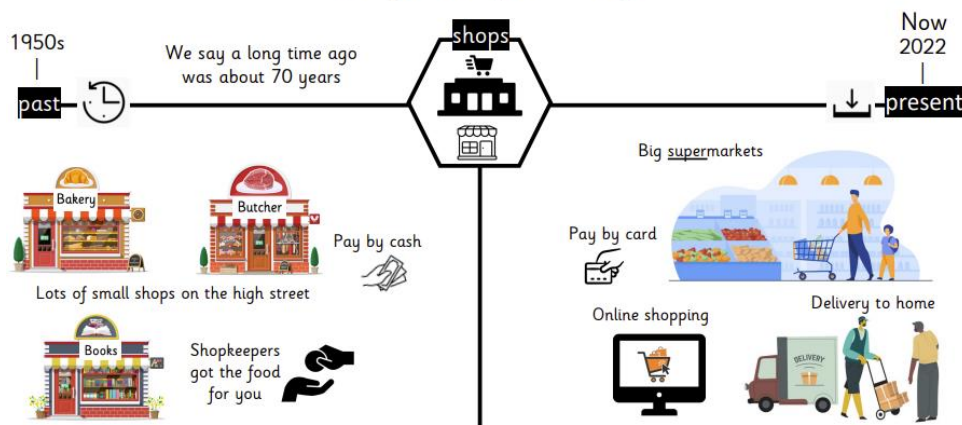


**community**



A group of people living in the same place

### Changes in my community



Year 4 Core Knowledge File Example








# Roamin' Romans

Year 4

## Core Knowledge

- Romulus founded Rome in Italy, in 753BC. Romulus was a twin with his brother Remus whom he killed during an argument about where to build Rome.
- The first **Emperor** of Rome was called Gaius Octavius though he changed his name to Augustus when he became emperor.
- The Roman **Empire** was vast and spread across North Africa, parts of Asia and Europe.
- Before the Romans invaded, Britain was populated and ruled by a collection of **Celtic tribes**.
- Julius Caesar first invaded Britain with 10,000 men in 55BC.
- It wasn't until 73AD that the Romans finally conquered all of England and Wales.
- Britain remained a Roman **province** within the Roman Empire until 410AD.
- Boudicca, the Celtic Queen of the Iceni tribe, led a **rebellion** against Roman rule defeating them at Colchester, St Albans and London before they finally defeated her and her army at the Battle of Watling Street.
- The Romans built Hadrian's Wall, which is 84 miles long, as a defence against Scottish tribes coming into England.
- The Roman army could march 45km (25 miles) each day.
- Camulodunum was the first Roman city in England and its capital. We now know it as Colchester.
- The Romans worshipped different Goddesses and Gods such as Jupiter, Juno and Mars.
- Emperor Constantine made Christianity the religion of the Roman Empire in around 200AD.
- The Romans had a significant impact on Britain and introduced many changes: they built roads, brick houses and towns, created laws that started our legal system, gave us the calendar and influenced our language with **Latin**.

## Key Vocabulary

<b>emperor</b> —ruler of an empire	
<b>empire</b> — a large group of states or countries ruled over by a single monarch such as an emperor	
<b>Roman province</b> —an important subdivision (smaller part) of the Roman Empire	
<b>rebellion</b> —a deliberate attack on a leader or government	
<b>Latin</b> —the language of ancient Rome and its Empire	
<b>aqueduct</b> —a bridge carrying water across a valley or other large gap	
<b>legionnaire</b> —Roman soldier	
<b>hypocaust</b> —ancient Roman heating system that directed hot air into a hollow space beneath the floor	

## Key Locations

**Hadrian's Wall**— built by 1500 men over 6 years to keep Scottish tribes out of England.

**The Roman Baths** (in Bath!) - a complex of bath-houses above Bath's three natural hot springs. The Romans bathed together as a way to clean themselves while catching up with friends.

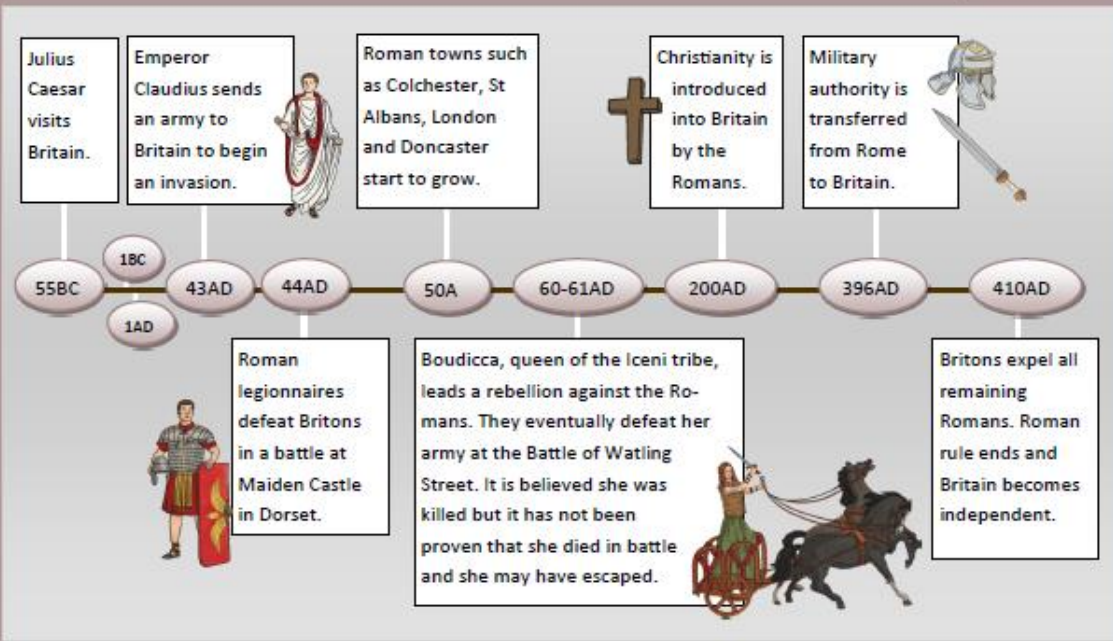
**Fishbourne Roman Palace**— This is the largest Roman home preserved in Britain. Located in Chichester and built in the 1st century AD, this building shows the luxury that rich Romans enjoyed in their homes.

**London (Londinium), Colchester (Camulodunum) and St Albans (Verulamium)**— the most important Roman towns. Every modern town with a name ending in 'chester', 'caster' or 'cester' was once a Roman town!

# Roamin' Romans

Year 4

## Timeline of key events in the Roman Invasion of Britain



## Roman Britain



# Roamin' Romans

Year 4

## Roman Leaders in Britain

**Lucius Septimius Severus** was born in the area that is now known as Libya, in North Africa, but became a Roman emperor in AD 193. He travelled to Britain in AD 208, strengthening Hadrian's Wall and reoccupying the Antonine Wall. In 209, he invaded Caledonia (which is the area now known as Scotland) with an army of 50,000 men, but he fell fatally ill of an infectious disease in AD 210. He died in AD 211.



**Aulus Plautius** was a Roman politician and a general in the Roman army. He led the Roman invasion of Britain in AD 43. Roman legions landed in three places along the coast of Kent. A large battle was fought between the Romans and the Celtic tribes, near to the River Medway. The Romans won but it took many years to gain control of Britain, as many tribes (such as the Iceni led by Boudicca) continued to fight against Roman rule. The Roman invasion of Britain was a gradual process. Aulus Plautius was the first Roman governor in Britain, serving from AD 43 to AD 46.



## Knowledge strips

Knowledge strips are used during each KS1 and KS2 lesson to communicate key information. They are clearly articulated points of reference, showing the minimum expectation of study. You will see key knowledge and information, diagrams, dual coded vocabulary, tables and key questions.

They start with a learning question that sets children off on their learning adventure. At the end of the lesson, every child responds to the question using what they have learned so far.

Teachers make adjustments to meet the needs of their children.

### Year 1 example

What did Mary Anning discover?

**significant person**

She made big changes during her lifetime

1810 no money after her father died

collected fossils sold them to **tourists**

Storms battered the cliffs and exposed new fossils

**1811**  
Mary and her brother Joseph discovered a new fossil

**ichthyosaur = fish lizard**

It took months to dig out the 5m outline

**Plesiosaurus = near lizard**

**Henry De la Beche** sold his drawings and gave Mary money so that she could carry on fossil hunting

### Year 3 example

1. What were the three ages of the Stone Age?

It is called the **Stone Age** because people used stones as their tools at that time

**Palaeolithic**

ancient or old stone

**Old Stone Age**

Nomads in the Ice Age about 800,000 BC

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**Mesolithic**

middle stone

**Middle Stone Age**

Hunter gatherers About 10,500 BC

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**Neolithic**

new stone

**New Stone Age**

Start of farming about 4,000 BC

Stone Age homes found at **Skara Brae**

## Impact – How do we know our curriculum is effective? Evidencing the standards of Teaching and Learning




In order to identify the impact our curriculum is having on our pupils, we check the extent to which learning has become permanently embedded in children's long-term memory in addition to looking for excellence in their outcomes. At HLF, we use a number of tools to quality assure the implementation and impact of our curriculum such as:

- Pupil Book Studies (Subject Reviews & Shallow Splashes)
- Subject Meetings
- Subject analysis & Action plans
- Formative and Summative Assessment

- Learning observations/drop ins (subject lead, year/phase lead and SLT)
- CPD for all staff
- Governors
- Recent successes
- Next steps

## Hove Learning Federation Impact




Children leave Hove Learning Federation as deeply knowledgeable and skilful learners who can set targets and believe in themselves to achieve them. They understand how to be socially, morally, spiritually and culturally responsible and aware. They are able to make positive contributions to the local and wider community and strive to be the best that they can be.

<b>Learning Behaviours</b>	<b>Emotional</b> 	Names and expresses emotions  Manages impulses of personal behaviour	Shows pride in successes	<b>Social</b> 	Focuses on learning in class  Attentive to directions, listening to the teacher	Shows empathy and appreciates diversity	<b>Cognitive</b> 	Organises time and space for own learning  Sets goals and monitors own progress	Talks purposefully with peers, valuing other opinions
<b>Attitudes to Learning</b>	Love of Learning and lifelong learners	Positive	Curious and Inquisitive	Independent	Able to work in teams	Motivated and Hardworking	Resilient	Proud	Ready for secondary school
<b>Quality of Education</b>	Evidence of learning	Attainment	Progress	Skills, knowledge and understanding	Personal Development	Relationships between pupils and staff	Learning atmosphere and environment	Professional Development	School Improvement

## Pupil Book Studies – Subject Reviews & Shallow Splashes

At HLF, we have created our own monitoring systems that incorporate the key principles from the Pupil Book Study (see 'Implementation'). They are called Subject Reviews and Shallow Splashes. Through this form of monitoring, we quality assure each subject by carrying out:

- 1) Learning walks – subject teams and SLT support teaching and learning and record positives and good practice to share and inspire
- 2) Flip/PowerPoint and planning looks – to check planning & resources meet the needs of all of our learners. We check against our lesson model, Rosenshine's Principles of Instruction and the key theories & research that underpin our teaching philosophy
- 3) Book looks - to check for incremental small steps, sequencing, task design, scaffolds, personalisation, knowledge & skill progression, vocabulary, access, support & challenge
- 4) Pupil voice – to discuss the learning and see the subject through the eyes of the child. Part of our questioning is designed to assess the impact of our lessons, that they provide enjoyment, that children can articulate their learning with key vocabulary and that learning is 'sticking' in the children's long-term memory

<p><b>Flip/PowerPoint and planning look</b></p> 	<ul style="list-style-type: none"> <li>• Planning for small steps</li> <li>• Progress and learning over time</li> <li>• Knowledge and skills based</li> <li>• Child centred, active learning</li> <li>• Consistency with the use of the HLF Learning Model across year groups and sites</li> </ul>
<p><b>Book Look</b></p> 	<ul style="list-style-type: none"> <li>• Shows progress of knowledge and skills</li> <li>• Shows development of learning and understanding</li> <li>• Demonstrates a clear sequence of learning</li> <li>• High expectations, consistency and pride in work</li> </ul>
<p><b>Pupil Voice</b></p> 	<ul style="list-style-type: none"> <li>• Use precise vocabulary</li> <li>• Show a deep understanding of the learning</li> <li>• Are enthusiastic about their learning</li> <li>• Talk through the learning sequence</li> <li>• Highlight how the learning builds lesson to lesson and unit to unit</li> </ul>

Findings from our monitoring systems are categorised into positives and next steps. These can be specific to year group, to key stage or whole school (across the 3 sites). To ensure next steps are acted on, subject and year teams identify actions and assign responsibility. This monitoring feeds into our subject analysis and action plans (see 'Subject analysis and Action plans' below).

## Subject Meetings

Subject team meetings are timetabled regularly throughout the year. Time is set aside during staff meetings, INSET days and yearly meetings with SLT. The aims of these meetings are to:

- Review current practise and impact
- Set targets, identify actions, and create plans
- Discuss the latest research and evidence to ensure our subjects are up to date and plans are in place to progress
- Work towards our school key priorities
- Give time to professional development and to offer support to our teachers

## Subject analysis & Action plans

Each subject has an action plan for the academic year to monitor change and progress across a variety of objectives and goals within multiple areas (e.g., student, classroom, professional development, etc.). Using our school key priorities as a guide, our teams review and RAG their subjects throughout the year and set new targets each term. Each target is a story arc that shows how a subject leader has identified a next step, actioned it and reviewed the impact so that subject development is continuous and effective.

Each subject team uses the table below to reflect, plan, set actions, assess impact and discuss next steps.

<b>What did you notice?</b> (Why did you set this target?)	<b>Action</b> (What will you do?)	<b>Intended Impact</b> (What will this look like?)	<b>Responsibility</b>	<b>By when</b>	<b>Evidence for Monitoring</b>
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## Formative and Summative assessments

Our assessment structures are designed to ensure that our children will know more, remember more and be able to do more. A mixture of formative and summative assessments allows us to evaluate if our curriculum helps or hinders the goal of achieving persistent change in the long-term memory of our children.

### Formative Assessment

We assess formatively throughout each lesson using our learning model (see 'Implementation' section). This tool ensures each lesson is planned and delivered to maximise assessment opportunities. Teachers use this information to support, challenge and adapt the learning.

Each subject assesses in a range of different ways (see 'Implementation' section).



### **Summative Assessment**

Our curriculum is a progressive, spiral model. Teachers use deliberate summative assessment to measure if children are making progress as they journey through the curriculum. The range of summative assessment methods that teachers use build a picture of children's understanding of:

- Content and knowledge
- Use of vocabulary
- Ability to access the curriculum and thrive

All information gained from assessments are used to tailor, target and adapt future planning, teaching and learning.

## **Continuous Professional Development for all Staff**

*'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'* - EEF

Through each element of the monitoring process described above and assessments, subject leads know how well their subject is being taught and areas for development. As a result, staff meetings and inset days are carefully considered to provide a range of tailored CPD opportunities guaranteeing consistency of expectations and practice, and ensuring the highest quality teaching is taking place to improve pupil outcomes. The content of this CPD is then factored into year group meetings for year group teams to explore further over time.

As a school, we use a range of development methods to meet the needs of our staff. This includes:

- 1:1 using mentoring or coaching
- Guided collaborative group work
- Use of research based think pieces
- Professional modelling

## **Governors**

Our governors are with us on every step of our curriculum journey. They are critical friends who ask key questions, investigate patterns within the data, and support and challenge our reasoning when creating systems and devising new strategies. Subject teams are given opportunities to feedback to governors about their subject development and planned next steps. The purpose of this close relationship is to ensure governors have an in-depth understanding of what is happening in the classrooms so that they can play an active role in school development. SLT work closely with governors so that there is a shared understanding of how high quality teaching is improving pupil outcomes at Hove Learning Federation and that these successes are celebrated.