

**WEST HOVE  
INFANT SCHOOL**  
.....  
**A family of friends**



# **Hove Learning Federation History Policy**

**Adopted by Learning & Teaching Committee on behalf of the Governing body: Spring 2023**  
**Amended: Spring 2023**

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.

# Hove Learning Federation History Policy

## Contents:

1. Introduction
2. Aims
3. Intent
4. Implementation
5. Content
6. Assessment
7. Skills
8. Knowledge and vocabulary
9. Equal Opportunities, Inclusion and Access
10. Appendices



## 1. Introduction

Through the teaching of history, children learn how to investigate and interpret the past as well as build a solid understanding of chronology. By offering the children a rich and broad experience, the school aims to spark children's curiosity to learn more about the past. In all year groups children will be provided with exciting opportunities to think critically about historical events, follow lines of enquiry and communicate their understanding using subject specific vocabulary.

## 2. Aims

At the Hove Learning Federation we aim to:

- instil a love of history and life-long learning
- inspire children's curiosity and understanding about the past in our local area, Britain and the wider world
- develop children's secure understanding of chronology
- develop children's skills of enquiry through the investigation of artefacts, online sources, pictures and real life stories
- encourage children's ability to think critically, reflect, debate and evaluate the past
- enable children to make personal connections with the past
- foster a sense of identity and an increased understanding of children's own position in their community and the world
- support children to be proud of their personal heritage and global citizenship
- help children to learn to value their own and other people's cultures and consider how they lived both in the past and now
- inspire children to attain high standards by introducing purposefully chosen, aspirational historical figures
- 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
- encourage thinking about how the past influences the present

## 3. Intent

Throughout their time in the Hove Learning Federation, children will enjoy carefully and thoughtfully planned topics. In Early Years and Key Stage 1, history and geography learning plays an important role within each topic, feeding into the cross curricular links across other subjects. In Key Stage 2, the history and geography units in each year group drive our topics and our core texts are based on this learning. Further cross curricular links across foundation subjects are created where possible to enrich knowledge acquisition and deepen understanding.

Our children will experience confidence and enjoyment in history and will gradually improve and master essential skills, developing a broad base of knowledge and layered understanding by the end of Key Stage 2. Children will be able to self-assess their own progress and will be given opportunities to reflect on their learning and discuss their understanding.

Subject teams will monitor the teaching and learning within history carefully, ensuring children are making good progress and our curriculum is unbiased, accurate and truly representative.

## 4. Implementation

In learning history, children will:

- explore their personal chronology throughout the Early Years Foundation Stage

- be introduced to the chronology of significant people and events from the past as they move through Key Stage 1
- have opportunities to look at a number of eras throughout modern, ancient and pre-history as they progress into Key Stage 2
- participate in 'living history' activities, workshops and trips to museums and places of historical interest
- engage in topics through key events such as our 'Stunning Starts', 'Marvellous Middles' and 'Fabulous Finishes'
- respond to higher order questioning to justify their opinions and to challenge the views of others
- carry out high quality research using a range of historical evidence and sources
- use subject-specific vocabulary which is revisited and built upon in every session
- work in a variety of contexts – individually, in groups, as a whole class
- learn through drama, visual representations and various writing styles/genres
- begin to pose and investigate their own questions about the past
- use and begin to critically evaluate primary and secondary sources

## 5. Content

### Aims and key principles:

Content and coverage for history is plotted out in the Progression Ladder which shows the development in skills, knowledge and vocabulary from YR to Y6, and plots out the federation's spiral curriculum for this subject. This makes it clear to see where children have opportunities to revisit skills and understanding in order to achieve mastery.

#### Early Years and Key Stage 1

Teachers use the History Curriculum Map (*Appendix 2*) and Progression Ladder (*Appendix 6*), along with termly overviews and weekly plans, to set out the structure and content of history lessons. Learning objectives are taken from the Early Years Foundation Stage and the National Curriculum and each lesson is carefully sequenced to build knowledge over time. The learning for a whole topic, including history, can also be found in our Topic Teasers (*Appendix 4*). These are child-friendly topic overviews containing key learning, vocabulary, supporting images and curriculum links that children stick into their books at the start of each topic.

All of the documents mentioned above are available to parents on the school website and shared with governors.

#### Key Stage 2

As in Key Stage 1, teachers use the History Progression Ladder, along with termly overviews and weekly plans, to create lessons that cover the learning outlined in the National Curriculum. The knowledge and information that children are given in history lessons has been carefully thought through by our history subject team and is set out in our Core Knowledge Files (*Appendix 7*) which are on display in classrooms, presented onto slides, sent out to parents at the start of each term and accessible on our website.

Key facts from the Core Knowledge Files are selected for each lesson and explained in a knowledge strip (*Appendix 8*) that goes into children's books. This supporting resource helps to reduce children's cognitive load during the lesson and gives them quick access to dual-coded vocabulary, timelines, diagrams and summaries alongside challenging questions which promote mastery thinking.

Expectations:	Strategies:
<b>Learning objectives and statements related to the early learning goals are taught in the early years.</b>	The Reception Year classes follow the Early Years Foundation Stage (EYFS) curriculum guidance, as well as 'Development Matters.' History activities are derived predominantly from the <i>Knowledge and Understanding of the World</i> area of learning, in particular <i>Past and Present</i> . These activities allow children to learn about similarities and differences between themselves and others and among families, communities and traditions. Many of the <i>Personal, Social and</i>

	<p><i>Emotional Development and Communication and Language</i> statements also apply.</p> <p>Therefore many of the basic skills, knowledge and understanding which are important for history are developed through cross-curricular activities. Specific history tasks are either planned as focused tasks which are led by an adult, or they are child-initiated i.e. the child chooses to work in the indoor/outdoor learning environment with history resources provided. We also develop our understanding of the wider world and our personal history through our Wonderful World of Me sessions where each child shares with the class the things that make them unique and link them to the wider world.</p>
<p><b>The National Curriculum objectives are used to support planning in KS1 and KS2.</b></p>	<ul style="list-style-type: none"> <li>• Core knowledge, skills and vocabulary are mapped in the progression ladder to ensure children are covering the correct content and knowledge is sequential (<i>Appendix 6</i>).</li> <li>• In Key Stage 1, the scheme of work has been developed from the Primary National Curriculum Programmes of Study for History, alongside our school's curriculum drivers: Standards, Engagement, Enquiry and Diversity - SEED (<i>Appendix 1</i>). Our history objectives have been chosen to best suit the termly topics, and to reflect continuity and progression in children's knowledge, skills and understanding. We learn about history in the following topics: <ul style="list-style-type: none"> <li>○ 'Wild and wonderful' - letters to grandparents to investigate toys from the past. Observing how toys have changed over time and an introduction to timelines- Year 1.</li> <li>○ 'Castles and caves' - a study of castles in the local area. Understanding how people lived beyond living memory providing contrast with life now- Year 1</li> <li>○ 'The Secret Garden'- learning about the life of Mary Anning (a significant person from the past who has made national/international achievements) - Year 1</li> <li>○ 'To infinity and beyond'- exploring the sequence of events of the Space race (events within living memory) and the inspiring achievements of astronauts from the past- Year 2</li> <li>○ 'Heroes and Villains'- sequencing the events of the Gunpowder plot (beyond living memory) to discover why people in the past acted as they did and how bonfire night celebrations have changed over time- Year 2</li> <li>○ 'Remembrance day'- a study of how women's roles, local buildings and ordinary people's lives were changed by WW1- Year 2. The children learn about how the use of buildings changed due to the war, specifically the Royal Pavilion which was formerly the home of the Prince Regent but was used as a military hospital for wounded Indian soldiers during WW1. This is revisited in the summer term when children learn about how Brighton has changed over the years.</li> <li>○ 'Heroes and Villains'- a comparison of Mary Seacole and Florence Nightingale and their heroic actions in the Crimean war.</li> <li>○ 'Seaside' - investigating a variety of sources to compare Brighton in the past and now. Learning about the lives of the Prince Regent and Martha Gunn and understanding why they are remembered today.</li> </ul> </li> <li>• In Key Stage 2, our history curriculum is planned so that children cover a range of history knowledge and skills in the following topics: <ul style="list-style-type: none"> <li>○ Portals Through the Ages (changes in Britain from the Stone Age to the Iron Age) – Year 3</li> <li>○ Roamin' Romans (the Roman Empire and its impact on Britain) – Year 4</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Vicious Vikings? (Britain's settlement by Anglo-Saxons and Scots, and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor) – Year 4</li> <li>○ Brighton Rocks (a local history study) – Year 5</li> <li>○ The Mighty and Mysterious Maya (a non-European society that provides contrasts with British history: Mayan civilization) – Year 5</li> <li>○ A World at War (the cause, effect and impact of World War II) – Year 6</li> <li>○ Other outstanding historical knowledge, including: a study of Ancient Greek life and achievements and their influence on the western world, and the legacy of Ancient Greek culture; the achievements of the earliest civilizations (the Ancient Egyptians). These are covered every four years through whole school topics.</li> </ul>
<b>A clear spiral curriculum that progresses throughout each key stage builds on prior learning and introduces age-appropriate concepts, knowledge and skills.</b>	<ul style="list-style-type: none"> <li>• Please see (<i>Appendices 2 to 9</i>) for detailed progression ladder and curriculum content for Key Stage 1 and Key Stage 2.</li> <li>• Children have opportunities to revisit skills and understanding in order to achieve mastery.</li> </ul>
<b>History links to other areas of the curriculum</b>	<p><u>English</u></p> <ul style="list-style-type: none"> <li>• History promotes the skills of reading, writing, speaking and listening.</li> <li>• Children are encouraged to ask and answer their own questions.</li> <li>• Children demonstrate their knowledge and understanding in a variety of ways including: written, presentations, drama and role play.</li> </ul> <p><u>Maths</u></p> <ul style="list-style-type: none"> <li>• Children apply their understanding of place value and negative numbers in order to develop their understanding of dates associated with chronology.</li> </ul> <p><u>PSHE and Citizenship</u></p> <ul style="list-style-type: none"> <li>• History promotes the development of empathy linked to historical events and the lives of people throughout history.</li> <li>• We endeavour to promote an awareness of current, global issues such as the impact of war.</li> <li>• We introduce history as a diverse field that leads into many different careers and opportunities beyond school.</li> <li>• We recognise the achievements of figures from a range of cultures and backgrounds throughout history.</li> </ul> <p><u>Design and Technology and Science</u></p> <ul style="list-style-type: none"> <li>• History knowledge crosses with design and technology knowledge in the understanding of mechanisms (including levers) used in machines throughout history.</li> <li>• An example of this is in the design and construction of a Viking-style catapult in Year 4 and an Anderson Shelter in Year 6.</li> <li>• Children also develop an understanding of how buildings have been used throughout history, in the design and construction of a castle in Year 1.</li> </ul> <p><u>Art</u></p> <ul style="list-style-type: none"> <li>• Children develop their understanding of different forms of mark-making and mediums to explore how early humans created cave paintings.</li> <li>• Art provides both primary and secondary sources of historical information.</li> </ul>
<b>Inspirational and relatable role models are referred to and taught.</b>	Mutual respect and tolerance for all cultures and different family units will be promoted through the study of History. We aim for children to develop a

	<p>knowledge of diverse and significant individuals in the past and their contributions to national and international achievements.</p> <ul style="list-style-type: none"> <li>• In their 'Secret Garden' topic, Year 1 learn about the famous fossil collector- Mary Anning from Dorset, making comparisons with their own coastal, local area and linking back to their Dinosaur topic in Reception.</li> <li>• In Year 2, the children journey into their first topic 'To infinity and beyond' to learn about the Space Race, including Valentina Tereshkova who was the first woman to travel into space.</li> <li>• They also delve into the life of Mae Jemison who as well as being a dancer, engineer and doctor became the first black woman to travel into space.</li> <li>• In their learning on Remembrance Day, the children explore how people's lives were changed by WW1. They learn about the life of Walter Tull, an English footballer who became the first black officer in the British army.</li> <li>• In their topic 'Heroes and Villains', Year 2 learn about Mary Seacole, a British- Jamaican nurse who set up a hotel to care for soldiers wounded in the Crimean war of the 19<sup>th</sup> century and make comparisons with Florence Nightingale.</li> <li>• During their Summer term 'Seaside topic', the children learn about the famous Brightonian Martha Gunn from the 18<sup>th</sup> century.</li> <li>• Year 3 learn more about Mary Anning in their study of Britain in the Stone Age to the Iron Age. They also study Cheddar Man and Whitehawk Woman, and learn about where their remains were discovered.</li> <li>• Year 4 learn about Lucius Septimius Severus, who was a Roman Emperor born in Libya who travelled to Britain with the intention of conquering Caledonia (now Scotland) with an army of 40, 000 in 208</li> <li>• Year 5 take their learning about Martha Gunn further learning about her status as a business women with her 'dippers' for female bathing and Sake Dean Mahomed, an Indian entrepreneur and once member of the army of the British East India Company, who opened sea water baths in Brighton and was appointed shampooing surgeon to kings George IV and William IV. He treated both kings in the Royal Pavilion.</li> <li>• Year 6 learn about the black serviceman and workers who fought in World War II.</li> </ul>
<b>History lessons are hands on and active.</b>	<ul style="list-style-type: none"> <li>• Artefacts linked to the area of history being studied are available for all children to handle, allowing pupils to access items through sight, touch, sound or smell.</li> <li>• Links are made to use these resources where applicable in lessons.</li> <li>• Children may be offered a choice of how to record their work in different ways, such as with a digital camera/ verbally/ with a tape-recorder.</li> <li>• Children will be given the opportunity to visit museums, historic buildings and sites.</li> <li>• A range of drama activities are used to immerse children in their history learning, including hot seating, freeze frames and role play.</li> </ul>

## 6. Assessment

### Aims and key principles:

Monitoring children's attainment, understanding and acquisition of skills in our foundation subjects is essential to ensuring we can provide children with the support and challenge they need to access, and flourish within, our curriculum. In history, assessment is carried out using a variety of methods as outlined below. Each teacher will be aware of monitoring this through other subjects where an understanding of history and the ability to use the skills of a historian can be employed.

Expectations:	Strategies:
<b>Assessment is linked to planning and is used to inform future provision, teaching and learning</b>	<ul style="list-style-type: none"> <li>Teachers plan lessons linked to National Curriculum Objectives.</li> <li>Previous learning is revisited at the start of every lesson as a form of assessment and to support long term memory retention.</li> <li>Subject leaders monitor planning and assessment across key stages to ensure knowledge and skills are mapped out across year groups.</li> <li>Knowledge and skills are built on to ensure any gaps are addressed.</li> <li>Learning objectives and targets for each lesson are shared with the children and assessed at the end of each lesson and unit.</li> </ul>
<b>Formative assessment is continually on going to support our understanding of children's progress</b>	<ul style="list-style-type: none"> <li>In Early Years, teachers are continuously observing children's independent learning in the learning environment. This includes working independently and collaboratively and is recorded to provide the evidence that informs teacher assessment.</li> <li>As children progress through Key Stage 1, they will learn to self-assess their work against the objectives for that lesson/unit of work alongside the teacher assessment. This allows children to take ownership of their learning and ensures they understand the lesson objective clearly.</li> <li>In Key Stage 2 children's understanding is monitored through Assessment for Learning, pupil voice and teacher observation, and support is carefully planned in where appropriate to ensure learning is inclusive.</li> </ul>
<b>Assessment is evidenced in books in KS1 and KS2</b>	<p>At Hove Learning Federation, we support our children by assessing in different ways as they move through the year groups and progress through the curriculum. Our assessments are used as tools to help us assess skills and knowledge, target learning, provide challenge and deepen understanding.</p> <ul style="list-style-type: none"> <li>During KS1, where the children are learning to structure their work and are developing the ability to reflect and assess their achievements within each lesson, we have a bespoke sheet for each session. These activity sheets includes the main task and challenge opportunity along with three differentiated learning outcomes that the children can self-assess against. The teacher will then also tick these.</li> <li>As the children move into KS2 and focus on a self-awareness of their developing knowledge and understanding, we begin each unit with a mindmap to show what they already know and then these are returned to at the end of a unit so they can add on what they have learnt. Children are also given the opportunity to showcase the knowledge they have embedded and secured over a series of lessons by creating a 'double page spread'. Double page spreads are a method of assessment that allow children to choose how they present their learning and then have the opportunity to talk through their understanding. At the end of each lesson, children complete an Exit Ticket to summarise what they have learnt.</li> </ul>



<p><b>Assessment and monitoring are ongoing to support future planning</b></p>	<ul style="list-style-type: none"> <li>• In the Early Years Foundation Stage, the children's knowledge, skills and understanding will be assessed using 'Development Matters,' and the Early Years Learning Goals (predominantly within 'Understanding the World'). These are recorded half termly into Target Tracker and then this information is used towards the end of year feedback given to parents and the final EYFS Profile.</li> <li>• At Key Stage 1, children's progress and attainment is tracked against age-related expectations. Assessment boxes are included in books and teachers assess children based on learning objectives. The learning objectives for each lesson provide a clear focus for assessment. At the end of each school year, every child will be assessed and recorded on Target Tracker, as: 'working below', 'working towards', 'secure' or 'secure plus'. These levels are communicated to parents in the end of year school report. At the end of Year 1, the assessments will be passed to the Year 2 teacher. At the end of Year 2, the accrued assessments will be used by the teacher to make a judgement about each child's ability in geography across the key stage.</li> <li>• At Key Stage 2, teachers assess children's understanding of history and the knowledge they have acquired within each unit. The learning objectives for each lesson provide a clear focus for the assessment of their skills as historians. Teachers tick the learning objective at the end of each lesson to show the extent to which each child has learnt that skill: one tick indicates they are working towards the expected level, two ticks show they are working at the expected level and three ticks indicate they are working above expectations and have shown a greater depth of understanding.</li> </ul>
--	--

## 7. Skills (being a historian)

### Aims and key principles:

The teaching of historical skills is carefully mapped across the key stages. The children are gradually introduced to the skills of being a historian alongside the acquisition of substantive knowledge. As historical knowledge and vocabulary are developed through our spiral curriculum, the children have the opportunity to revisit, embed and build on understanding.

Expectations:	Strategies:
<p><b>Working historically skills are embedded in each lesson and unit and carefully mapped out across the school</b></p>	<ul style="list-style-type: none"> <li>• Historical skills are taught alongside the knowledge acquisition aspect of the lesson.</li> <li>• Activity sheets in Key Stage 1 include a section for children to assess the working historically skills they have used in each session.</li> <li>• In Key stage 2, learning objectives are based on historical skills and children are given opportunities to discuss and assess their confidence with the acquisition of these skills.</li> <li>• Activities are planned to ensure children are able to use working historically skills to progress their knowledge</li> <li>• Pictures and quotes of children being historians are included in books and on the EYFS portal.</li> </ul>
<p><b>The skills of being a historian progress across the Key Stages</b></p>	<ul style="list-style-type: none"> <li>• Progression in historical skills is included in the Progression Ladder.</li> <li>• Children are aware of the skills they have been using as historians across the key stages and are encouraged to discuss how they have supported their growing understanding.</li> </ul>

	<ul style="list-style-type: none"> <li>Evidence in books shows the variety of opportunities for using and applying these skills across both Key Stage 1 and 2 and The Portal.</li> </ul>
<b>Children with SEN or with EAL know the variety of working historically skills they are using to develop their knowledge and understanding with support</b>	<ul style="list-style-type: none"> <li>Appropriate support is given to children with SEN and EAL children so they can access the learning and understand the skills needed to become historians.</li> <li>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.</li> <li>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.</li> <li>Activities ensure children with SEN or EAL can access tasks appropriately and share their understanding of historical concepts.</li> <li>Differentiation and scaffolds are included where appropriate to enable access to learning and ensure children make at least expected progress.</li> <li>Pictures and quotes are taken from children with SEN and or EAL to ensure evidence is recorded in books and on The Portal (EYFS).</li> </ul>

## 8. Knowledge and Vocabulary

### Aims and key principles:

Our teaching of historical knowledge and vocabulary is carefully mapped to ensure it is delivered in a manner which will reduce cognitive overload and maximise children's understanding and retention. Knowledge and vocabulary acquisition builds gradually and in a spiral approach, which deepens understanding and encourages individual reflection and exploration of ideas.

Expectations:	Strategies:
<b>Historical vocabulary linked to each unit is included in the History Progression Ladder, Core Knowledge Files and Curriculum Maps and progresses with the associated knowledge</b>	<ul style="list-style-type: none"> <li>Children are taught the specific historical vocabulary as prescribed in the National Curriculum and Development Matters.</li> <li>Tier 2 and 3 historical vocabulary is included in all key planning overviews and included in resources used during the topic, to encourage precise reporting of information and observations.</li> <li>Vocabulary is dual coded, to support understanding and recall.</li> <li>Vocabulary is explored in a variety of ways, including etymological observations, encouraging links to be made within and between history topics and other subjects.</li> <li>Children will become confident in using historical terms, and will gradually broaden the range of vocabulary used in cross-curricular work.</li> <li>In Key Stage 2, full vocabulary lists may be shared with parents and carers at the start of a unit, to encourage wider discussion and greater familiarity.</li> </ul>
<b>Vocabulary is included in each session and progression across sessions and year groups is evident</b>	<ul style="list-style-type: none"> <li>Vocabulary is unpicked and explicitly taught each lesson and can be seen on flips/slides.</li> <li>Children are given time in each history lesson to hear and say key vocabulary and question the understanding of key words.</li> <li>Key vocabulary from prior learning is discussed in the connecting learning flip/slide to embed vocabulary in long term memory.</li> <li>Flips/slides show clear progression of vocabulary across the key stages.</li> </ul>

	<ul style="list-style-type: none"> <li>• In Key Stage 2, carefully selected vocabulary for each lesson is included in each session's knowledge strip (<i>Appendix 8</i>).</li> <li>• In Key Stage 1, vocabulary is included on activity sheets in books and high expectations ensure children use this vocabulary in explaining their knowledge and understanding.</li> </ul>
<b>Misconceptions in knowledge and vocabulary are picked up early and addressed within lessons or before the subsequent lesson.</b>	<ul style="list-style-type: none"> <li>• Teachers plan for misconceptions to ensure correct knowledge and vocabulary is taught and understood each lesson.</li> <li>• Adults are confident to pick up on misconceptions in knowledge and vocabulary that the children may have and ensure these are addressed early and clearly.</li> <li>• Higher order questions, challenges and visual prompts are used in lessons to assess and support misconceptions.</li> <li>• Grumpy Frog is used on flips in Key Stage 1 to pre-empt possible misconceptions and address these to support whole class knowledge and understanding.</li> </ul>

## 9. Equal Opportunities, Inclusion and Access

At Hove Learning Federation, we use Quality First Teaching to consistently meet the needs of all pupils. This includes ongoing assessment for learning which guides the path of the lesson, adapting lessons and responding to the needs of the children accordingly.

Challenge activities are included throughout history lessons to indicate to children how they can deepen their knowledge. In Early Years and Key Stage 1, school characters are used (such as 'scuba diver challenge', 'submarine challenge' and 'Professor Prove-It'), while Key Stage 2 use a range of challenges and higher order questioning.

New topic-specific historical vocabulary (tier 2 or tier 3) is taught using symbols and images (dual coding) to support children's understanding and are pre-taught to children before a lesson, where relevant and purposeful. This vocabulary is displayed in classrooms and is revisited throughout a unit, and built on year upon year.

Where appropriate in history lessons, children are provided with tasks that have been broken down into small steps, giving them achievable goals. Some children may be offered a choice of how to record their work in different ways, such as with a digital camera/ verbally/ with a tape-recorder. At times, tasks are designed so that outcomes can be child-led allowing for a variety of responses and ownership of learning.

Additional materials can be provided to support learning (for example visual aids such as photographs, Makaton symbols, concept boards, dual coding, Communicate in Print resources, adapted scissors or other tools, or larger scale resources). Adult support is allocated to guide learning where needed and we ensure that all children can access trips.

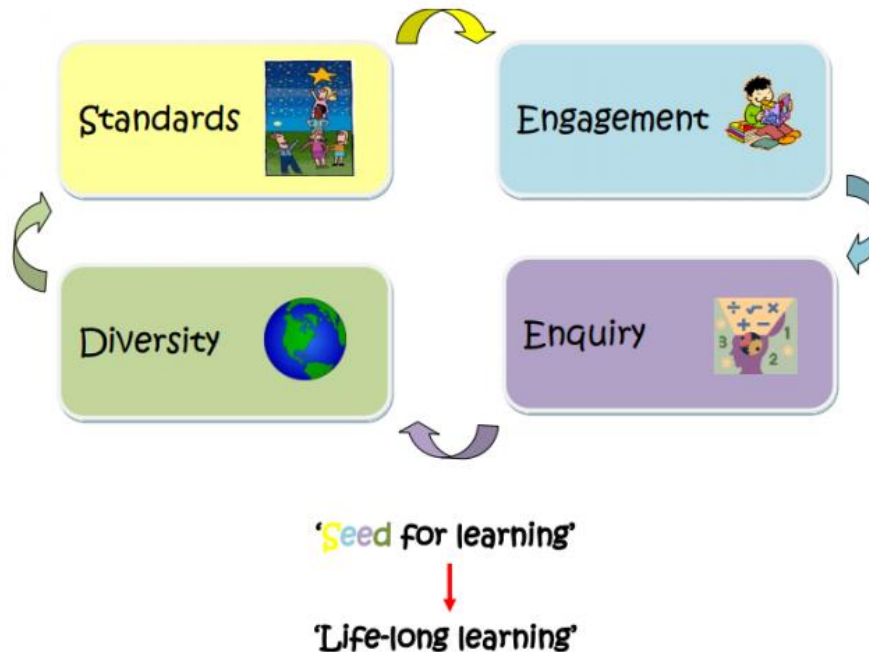
Finally, mutual respect and tolerance for all cultures and different family units will be promoted through the study of history. Our topics are designed and structured to celebrate different cultures and traditions. People from a range of different races, cultures and backgrounds from throughout history will be learnt about. In this way, all children will be enabled to achieve their full potential.

## 10. Appendices

### Appendix 1: Key Stage 1 Curriculum Drivers (SEED)

<https://www.westhoveinfants.co.uk/our-curriculum/curriculum-drivers/>

#### Curriculum Drivers : S.E.E.D.



Appendix 2: Example history section from Key Stage 1 curriculum map for Year 1 (other Key Stage 1 and Early Years maps can be found using this link <https://www.westhoveinfants.co.uk/our-curriculum/curriculum-map/> )

History			
Term	Autumn	Spring	Summer
Topic	Wild and Wonderful	Castles and Caves	The Secret Garden
<b>Learning Expectations</b>	<p><b>Learning Expectations:</b></p> <ul style="list-style-type: none"> <li>Pupils 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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</li> </ul> <p><b>By the end of KS1, children will have learned about:</b></p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Events beyond living memory that are significant nationally or globally</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>Significant historical events, people and places in their own locality</li> </ul>		
<b>Range of Opportunities</b>	<ul style="list-style-type: none"> <li>Letters to/from grandparents regarding toys from the past. <b>eng, enq, st</b></li> <li>Share letters from the class and collate similarities and differences. Look at pictures or artefacts to support understanding. <b>eng, enq, st</b></li> <li>Observe how toys have changed over time. Discuss similarities and differences and record toys from present and recent past. Explain why toys have changed over time. Links to science (materials) and computing (changes in technology over time). <b>eng, enq, st</b></li> <li>(Linked to 'Wonderful and Wild' topic-learning about ourselves and our families. <b>div</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Life in a castle focus on local castles (Lewes and Arundel). <b>Eng</b></li> <li>Told from the point of view of a young boy living in a castle 'Castle diary' - Chris Riddell.</li> <li>Children write their own diary entry.</li> <li>Discuss why castles were built, structure, who lived in them and the jobs they carried out. <b>eng, st</b></li> <li>Explore opinions based on jobs within a castle. <b>eng, st</b></li> <li>Children label key features of a castle then write about what job they would choose to do in a castle and why. <b>eng, st</b></li> <li>Link to DT where children plan and build castles for Playmobil in teams applying key vocab. <b>eng</b></li> </ul>	<ul style="list-style-type: none"> <li>Learn about Historical figure (Mary Anning – fossil collector). <b>div, enq, eng</b></li> <li>Links to geography- the coast and local area. Follows on from YR topic on dinosaurs.</li> <li>Children compile a fact file based on Mary Anning and her life. Represent as a picture. When, where, why?</li> <li>Use various sources- non-fiction books, videos, painting, pictures from museums, fossils. <b>eng, st</b></li> <li>Discuss the role of museums in our society. <b>eng, st</b></li> </ul>

<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Know that ipads, programmable toys were not around when our grandparents were young. These are recent inventions.</li> <li>• Know that past can mean yesterday, last week, last month, a year ago, years ago.</li> <li>• Know that a timeline shows change over time. It can show change in your life time, baby, toddler, child or change over many years –decades.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that castles were built to defend people and places. Know that certain places were chose to build a castle because they were easy to defend – on a cliff, on a hill, by a river or with a moat surrounding it. The defensive parts of a castle and how they worked. Moat, arrow loops, portcullis, battlements, concentric walls, keep, drawbridge, bailey. Castles were built of specific materials to ensure they were easy to defend – stone not wood because it burns easily.</li> <li>• Know that artefact means an object which tells us about the past. Objects from castles are hundreds of years old.</li> <li>• Know that archaeologists find artefacts and evidence of the past to help us understand more about castles.</li> <li>• Know that the toilet was called the garderobe, no bathrooms, hole in a plank and excrement went down castle wall into a pit or moat.</li> <li>• Know there were different jobs, gong scourer (toilet cleaner), falconer, spit boy, Lord, Lady, Knight, squire, page.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that paleontologists are experts on fossils.</li> <li>• Know that Mary Anning was alive in Victorian times (born 1799- died 1847) – when Queen Victoria was on the throne over one hundred years ago. She lived in Lyme Regis on the Dorset coast where lots of fossils have been found.</li> <li>• Know that life for women was different – not allowed to go to school or university. Women could not become scientists.</li> <li>• Know that attitudes towards women in science have changed.</li> <li>• Know how fossils were formed – animal died covered over by mud, mud becomes rock with pressure of more mud – sedimentary layers and water carries tiny pieces of rock which fill in holes where bones were.</li> <li>• Know that Victorian clothes were different women wore long dresses, no showing of legs and always wore a hat or bonnet outside.</li> <li>• Know that Mary Anning was the first person to discover the complete skeleton of a plesiosaurus (means near lizard) and an ichthyosaurus. Only recognised for her discoveries after her death. The fossils are on display in the Natural history museum but for a long time her name was not mentioned.</li> <li>• Know that The Natural History Museum, London was built by Albert, Prince Consort to Queen Victoria. It houses all the most important fossils in Britain and lots of research takes place to help us find out</li> </ul>
------------------	--	---	---

			more about fossils, animals, habitats and the environment.
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Understand changes within living memory (aspects of change in national life).</li> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Understand events beyond living memory that are significant nationally.</li> <li>• Describe historical events.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> </ul> Use artefacts, pictures, stories, online sources and databases to find out about the past.	<ul style="list-style-type: none"> <li>• Understand events beyond living memory that are significant nationally.</li> <li>• Understand the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• Learn about significant historical events, people and places in their own locality.</li> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul>
<b>Environmental Links</b>	<ul style="list-style-type: none"> <li>• Reduce waste by mending your broken toys, like families did in the past</li> <li>• Use second-hand/charity shops to re-use toys which you no longer need</li> </ul>		
<b>Vocabulary</b>	A long time ago, recently, when my parents/carers were children, years, decades, artefact, question	Past, changes, safety, battle, armour, motte, mound, keep, tower, battlements, gatehouse, portcullis, drawbridge, invade, centuries	Fossil, prehistoric, science, dinosaur, rocks, skeleton, research, Jurassic coast, ichthyosaurus, extinct, artefact, question, past, changes



Appendix 3: Example of Year 2 Termly overview (other Key Stage 1 and Early Years Termly overviews can be found using this link <https://www.westhoveinfants.co.uk/our-curriculum/schemes-of-work/>)

Topic: Heroes and Villains		TERM: Autumn 2	Suggested role play areas: Super Hero hideout	
By the end of this topic, children will have learned to:				
English	Spoken Language	<ul style="list-style-type: none"><li>Use sentence stems to explain understanding.</li><li>Ask questions based on discussions.</li><li>Challenge each other to build on and explain ideas.</li><li>Explain and discuss texts read to them and those they have read for themselves.</li><li>Take turns and listen to others.</li><li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li><li>Continue to build, appreciate and recite a repertoire of stories and poems.</li></ul>		
	Phonics + Spelling	<ul style="list-style-type: none"><li>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</li><li>Spell most Year 1 common exception words (CEWs) and many Year 2 CEWs.</li></ul>		
	Reading	<p>In age-appropriate texts, pupils:</p> <ul style="list-style-type: none"><li>Read words accurately without overt segmenting and blending.</li><li>Read fluently.</li><li>Apply their phonics knowledge</li><li>Understand the text.</li><li>Retrieve information.</li><li>Make simple inferences.</li><li>Understand text structure and organisation.</li><li>Discuss the effects of words and language.</li></ul> <p>Some pupils will:</p> <ul style="list-style-type: none"><li>Make predictions on the basis of what has been read so far.</li><li>Make links between the book they are reading and other books they have read, real-life experiences or films they have seen.</li></ul>		
	Grammar	<ul style="list-style-type: none"><li>Develop a wider vocabulary and use ambitious, topic-related language.</li><li>Demarcate sentences with capital letters and full stops.</li><li>Use question marks when required.</li><li>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</li></ul>		
	Transcription	<ul style="list-style-type: none"><li>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li><li>Use spacing between words that reflects the size of the letters.</li><li>Use cursive handwriting.</li><li>Publish and share work to celebrate their achievements.</li></ul>		
	Composition	<ul style="list-style-type: none"><li>Use present and past tense mostly correctly and consistently.</li><li>Write a range of fiction and non-fiction texts and poetry.</li><li>Use poetic features (alliteration, simile, rhyme, rhythm, structure, etc.)</li></ul>		
	Handwriting	<ul style="list-style-type: none"><li>See spelling rules on weekly breakdown below</li></ul>		
	Evaluation	<ul style="list-style-type: none"><li>Revisit, evaluate and polish their writing.</li></ul>		
Mathematics	<ul style="list-style-type: none"><li>To understand number and place value</li><li>To add and subtract</li><li>To multiply and divide</li><li>To use mathematical language and knowledge to solve problems</li></ul>		<ul style="list-style-type: none"><li>To understand and use &lt; and &gt;</li><li>To solve problems involving money</li></ul>	
Geography	<ul style="list-style-type: none"><li>To investigate and understand places</li><li>To communicate geographically</li></ul>		Art	<ul style="list-style-type: none"><li>To develop ideas</li><li>To master techniques</li></ul>
Science	Chemistry <ul style="list-style-type: none"><li>To understand use of everyday materials</li></ul>		<ul style="list-style-type: none"><li>To take inspiration from the greats</li><li>To learn about the work of a range of artists, describing the similarities and differences and making links to their own work.</li><li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li><li>Use thick and thin brushes. Choice of brush and watercolour.</li><li>Learn about the work of a range of artists, craft-makers and designers describing the similarities and differences and making links to their own work.</li></ul>	
Computing	<ul style="list-style-type: none"><li>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li></ul>		<ul style="list-style-type: none"><li>To use logical reasoning to predict behaviour</li><li>To create and debug simple programs.</li><li>To use logical reasoning to predict the behaviour of simple programs.</li><li>To save and open work.</li></ul>	
History	<ul style="list-style-type: none"><li>To investigate and interpret the past</li><li>To understand chronology</li><li>Understand events beyond living memory that are significant nationally.</li><li>Describe historical events.</li></ul>		<ul style="list-style-type: none"><li>To communicate historically</li><li>To build an overview of World history</li></ul>	
PE	<ul style="list-style-type: none"><li>Continue developing skills of throwing and catching.</li><li>Move with agility.</li><li>Children will work individually, with a pair and as part of a group and learn the basic principles of attacking and defending.</li></ul>			
PSHE	<ul style="list-style-type: none"><li>To understand oneself and others</li></ul>			
RE	Light in religion and exploring what light means in different celebrations. <ul style="list-style-type: none"><li>To understand beliefs and teachings</li><li>To understand practices and lifestyles</li><li>To understand how beliefs are conveyed</li><li>To reflect</li><li>To understand values</li></ul>			
Music	<ul style="list-style-type: none"><li>To perform</li><li>To compose</li><li>To appraise music and discuss the differences in music using terms such as timbre, tempo and dynamics.</li><li>To use body percussion and musical instruments and experiment making different sounds.</li></ul>		<ul style="list-style-type: none"><li>To describe music</li></ul>	

Year 2, Autumn 1

# TO INFINITY AND BEYOND!

## Core Knowledge

### Facts about space:

- There are 8 **planets** in our **Solar System** some of which have moons that orbit around them.
- Our **planet**, the Earth, is the third closest to the sun.
- Jupiter is the largest planet and Mercury is the smallest.
- The first four planets from the sun are all made of rock and metal and the last four are all made of gas.

### Space Race:

- In the 1950s and 60s the USA and the Soviet Union raced to be the first to get **astronauts** into space.

### Important people who changed history:

- Mae Jemison is important as she was the first African American woman in space.
- Neil Armstrong from the USA was the first man to step onto the moon.
- Yuri Gagarin from the Soviet Union was the first man in space.
- Valentina Tereshkova was the first woman in space.
- Laika (a dog!) was the first animal to orbit the Earth.

**WEST HOVE  
INFANT SCHOOL**  
A family of friends



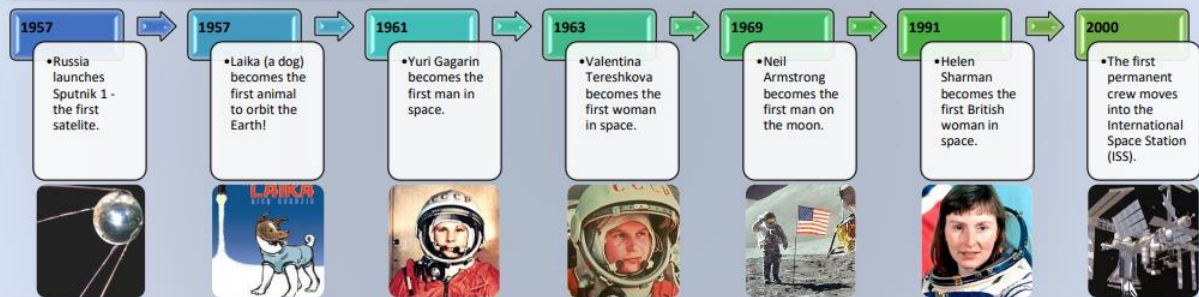
## Key Vocabulary

- **Astronaut:** a person who is trained to travel in Space.
- **Planet:** A large body that orbits a star. It is smaller than a star, and it does not make light.
- **Solar System:** collection of eight planets and moons that orbit a sun.
- **Milky Way:** galaxy that includes our solar system.
- **ISS:** The International Space Station.
- **Orbit:** The path taken by one body circling around another body.
- **Axis:** An imaginary line that an object turns around. This imaginary line runs directly through the object's centre, from the North to the South Poles.

## Key Locations

- **Earth:** The third planet from the Sun.
- **America (USA):** A large country in North America, home to Mae Jemison and Neil Armstrong.
- **Soviet Union**
- **ISS:** The International Space Station orbits the Earth zooming through Space above our heads at 5 miles per second!
- **Chichester:** In the south of England and home to Tim Peake.

## Timeline



## Topic Teaser

Space is completely silent!

Did you know one million Earths could fit inside the Sun?

The sunset on Mars appears blue.

A NASA Space suits costs 12 million dollars!

There is a planet made from diamonds.

There are currently 10 people in space.



## Environmental Links

**Space junk:** There are more than 27,000 pieces of space junk that are tracked by NASA. Of these, approximately 23,000 pieces of debris larger than a softball orbiting the Earth. They travel at speeds up to 17,500 mph, fast enough for a relatively small piece of orbital debris to damage a satellite or a spacecraft.

**Fuel:** There are two main types of fuel used to get rockets off Earth: solid and liquid.

# Appendix 5: Example of Year 2 activity Sheet with Assessment Grid







Name:





Date: 16.20.9.22

The Space Race! I am learning to investigate and interpret the past.

History

Nouns	Adjectives	Success Criteria:		
space	rocky	I can ask and answer questions. I can name some sources. I can explain choices people made.		
Earth	vast			
rocket	strange			
astronaut	famous			

Think of a question to ask Neil Armstrong ?		
Who		
Why		
What		

Search and find:	
1) Draw two animals that went to space before humans.	
2) Why did we send animals to space before humans?	
3) Circle the first country to send humans into space.	
<div> <div>The Soviet Union</div> <div></div> </div> <div>on</div> <div> <div>USA</div> <div></div> </div>	
4) Colour the event that happened first.	
<div>  <div>1963 Valentina Tereshkova was the first female in space.</div> </div> <div>  <div>1969 Neil Armstrong landed on the moon.</div> </div>	
Draw two ways we could find out more information about The Space Race.	





	Year R (Subject: Past & Present)		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery	Reception						
Chronological Understanding	By the end of Reception:		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.				
Vocabulary	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 were children, recently, decades.	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 were children, recently, past, present, future,	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,	

# Portals Through the Ages

Year 3

## Core Knowledge

### Stone Age

- The Stone Age is the name given to the earliest period of human life, when stone tools were first used.
- The first humans arrived in Britain over 700 000 years ago.
- The Stone Age is so long that it is divided into three periods:
  - \* Palaeolithic (Old Stone Age)
  - \* Mesolithic (Middle Stone Age)
  - \* Neolithic (New Stone Age)
- The Neolithic era is the latest part of the Stone Age and was when people stopped moving around. They stayed in one place, living in tribes and farming animals such as sheep, cows and pigs.



### Bronze Age

- The Bronze Age in Britain lasted between 2500 BC and 800 BC.
- Bronze is a mix of copper and tin, and was used to make weapons and tools for farming.
- Copper and tin can both be mined from the ground, but they are soft metals. When they are mixed together to make bronze, they are much stronger.
- Bronze Age people made round-houses that usually had a fire in the middle.
- It is possible bronze was first brought to Britain by the Beaker people, who made bell-shaped pottery to drink from.



### Iron Age

- The Iron Age in Britain started in 800 BC and lasted until 43AD.
- Iron is much stronger than bronze, which made it a better material for weapons and many tools.
- The first coins were used around 100 BC.
- The Celts fought with long swords and oval shields. They were known as very fearsome warriors.
- Celtic people lived in roundhouses, within hillforts.
- The Iron Age ended when the Romans invaded Britain in 43AD.



## Some of the earliest people



- "Cheddar Man" is the nickname for a skeleton that was found in Cheddar Gorge, in Somerset.
- His skeleton was unearthed in 1903 and archaeologists have used science to find out that he lived in the Mesolithic Era.
- More recently, in 2018, historians were able to test some of the DNA from the skeleton. They found that Cheddar Man had dark skin, dark hair and blue eyes. They used his skull measurements to make a model of what his face looked like.



- In 1933, Archaeologists found "Whitehawk woman" in Whitehawk, Brighton. Historians believe that she lived in Neolithic times.
- There was a Neolithic camp at the Whitehawk Enclosure, where lots of Stone Age remains have been excavated. Scientists who have studied the DNA of these remains suggest that these people had dark eyes and dark skin.
- The model of Whitehawk Woman's face is on display at the Brighton Museum.

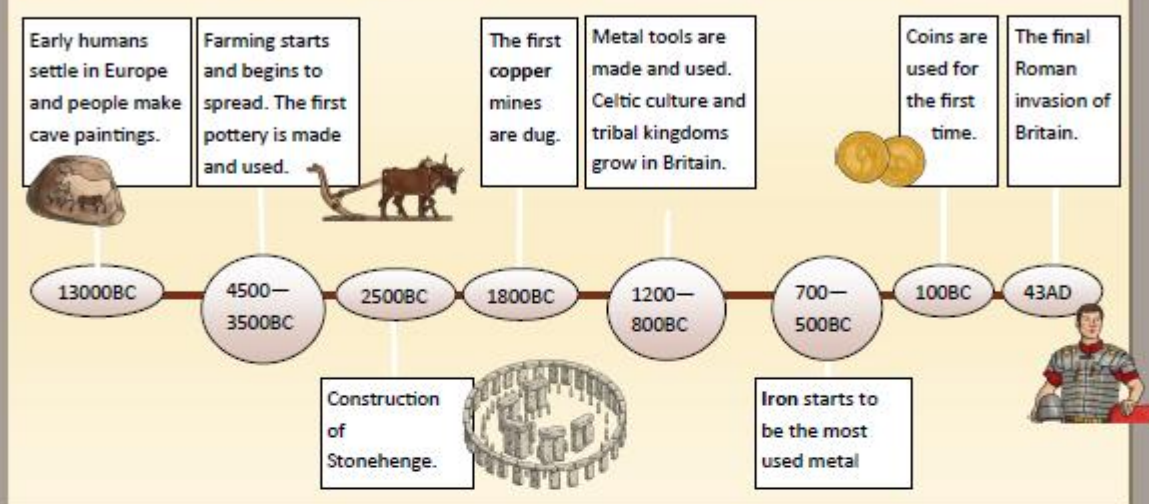




# Portals Through the Ages

Year 3

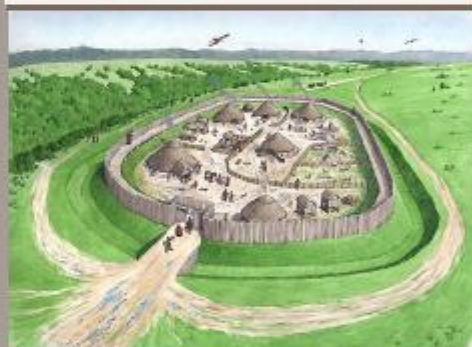
## Timeline of key












## Key Vocabulary








archaeologist—a person who studies history and prehistory by digging for artefacts and examining them	
artefact—a manmade object from history that gives you information about that time	
DNA—the material that carries all the information about how a living thing will look and function	
era—a period in history	
hillfort—group of roundhouses built together on the top of a hill for defence, by Iron Age people	
historian—someone who studies history	
period—an amount of time in history	
tribe—group of people living and working together	

## Celtic-style Roundhouse-



# Appendix 8: Examples of Year 5 history lesson knowledge strips

When did people first settle in the Brighton and Hove area?	
Neanderthals	
Palaeolithic	
Mesolithic	
Neolithic	
Bronze Age	
Iron Age	
There is evidence of humans living in the Brighton area from the <b>Palaeolithic Era</b> .	
	
A handaxe has been found at Black Rock which dates back to this time.	
	
Historians ask key questions about artefacts to build their understanding of different time periods.	
	

Who are some of the influential residents from Brighton's history?	
bather	
Shampoo spa	
legacy	
Martha Gunn lived on East Street and worked as a "dipper" on Brighton seafront.	
	
This meant that she rolled "bathing machines" into the sea, so that wealthy bathers could change and reach the sea in privacy.	
	
Sake Dean Mahomed opened the first "shampoo spa" on Brighton seafront, where the Queen's Hotel now stands.	
	
A shampoo spa was somewhere that gave massages that were believed to be good for the health.	
	

Can we always trust photographs as a <i>reliable</i> source?	
staged	
reliable	
unreliable	
The "Battle of Brighton" happened in 1964. Up to 3,000 young people came to Brighton in two big groups: 'Rockers', who wore leather jackets and liked rock music, and 'Mods', who were neatly-dressed and rode on motor-scooters.	
	
The two groups didn't like each other and some small scuffles broke out, although it has now been discovered that some of the newspaper photographs from the time were <b>staged</b> .	
	



## Brighton rocks!

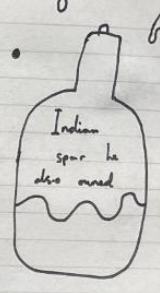
Well the first thing is Brighton and how has had some old people living there. I mean the oldest is in the Paleolithic era. Many more have to Neolithic and mostly Mesolithic so your very OLD.

The second thing we need to cover in this NEWS paper is when the french invaded. DARN those french invaders. I can say we did well to hold them off being a small place (Brightonstone) I'd say we did GREAT.

## SAKE


dean m. h. n. d.

he owned the first indian bathing company and restaurant intended.



## Mod's and Rocers

Well as you think this is a horrendous killed it wasn't the news people exaggerated so much because nothing interesting happened there.



## PHOTOS

Well a source of confusion we can only say the line and the truth.

Well this wasn't nice as you can believe it wasn't nice no it wasn't nice at ALL a bunch of people DIED mostly because they dropped on light

Sadly the ocean was bombed a few people were killed in the cinema many were killed

## Artha Gun History

she is famous for well dipping all roads and she deserved a few times but well received, well received. She was an am using gun.

## Cinema Outside!

### The History of Brighton

The first people that lived in Brighton were Humans in the Paleolithic era when cave men were around. Brighton was founded by Saxons in 477 AD formerly called Bright-Helmstone. Brighton has been attacked two times by the French and about 57 times in world war 2. Brighton has had 3 pairs even though we only have 1 now. The chain pair was the first pair around the middle 18's. The west pair was the next in the early 14's. Then came the pair we have today, the palea pair.

### World war in Brighton

War happened a lot in Brighton. World war 2 was the worst it has had during battle. Brighton soldiers has mines and bombs put in the water and on the beach to stop outsiders (mainly germans) get in the city.


### A Seaside town

Brighton has always been a seaside town. Dr Richard Russe wrote a book on how bathing in sea water is good for your health. This is why Brighton is as popular as it is today. A famous dipper (a dipper is a person who pulls bathing machines into the water) was Martha gun. The prince regent ended up really liking Brighton and built the pavilion for his home.

## BRILLIANT BRIGHTON

### a brief timeline of Brighton:

500 AD	1500 AD	2000 AD
Saxons	Brighton has a strait	the pavilion was built
	French raiders attacked	





# BRIGHTON ROCKS!

## THE FIRST SETTLEMENT IN BRIGHTON!

The first settlement was approximately 250,000 years ago. In the paleolithic era. They lived around Black Rock (near the marina.)

### WHEN THE

The saxons landed in Brighton in the 5th century AD. They found the kingdom of Sussex including Brighton and Hove.

Fishermen and farmers lived there. At first they called it 'Beothelm's tun' later calling it Brightonstone.

### BRIGHTON FIRST NAME!

!!! How Brighton grew over the years!!!

Brighton started off as a stone age area. It then turned into a saxons village. When hove only had one street!!! In the 1840s, things had got alot bigger, and there was a much larger population. And Brighton now had two piers. The piers had changed by 1909 and there was more entertainment around it. By the 1960s, the population had grown massively and there were alot of cinemas because not

### Famous Brightonians



Martha Gunn a famous brightonian who lived on east Street and was born in 1726. She was a dipper.



Saxe Dean Mohan opened the first shampoo spa (now just known as a spa) with a massage with Indian oil. He also introduced curry here since he was from India. His shampoo spa was where the Que Hotel used to be.

The prince regent who built the pavillion built tunnels under Brighton so he could travel around it with out people seeing how fat he had become.

### Brighton in WW II !

The odeon cinema was bombed and alot of people were injured. When the german were attacking brighton, brighton put mines in the sea so they couldn't come near and left only part of the pier in good hands and destroyed some of it so boats couldn't land there.



### Mats vs Rocs

The two groups didn't like each other and so small scuffles broke out. It wasn't a massive event but newspaper really exaggerate on making it sound important and interesting to make more money.

# BRIGHTON

### early age

Did you know that Brighton's earliest age was the paleolithic era which is 250,000 thousand years ago! Also there was a spide rock named the hand axe from the black rock. The paleolithic era has also surprisingly known as the old Stone age.

### Famous people

There were a lot of famous people like Martha Gunn and Saxe Dean Mohamed. Saxe Dean Mohamed was famous for owning one of the best Shampoo Spa but on the other hand Martha Gunn was a very famous dipper.

### World War 2 at Brighton

World War 2 was a tricky time for people in there times. Because there were things like the blackout here you had to turn your lights off at night or german planes would see you and you would get bombed. Also the Odeon cinema has bombed a couple times.



# ROCK'S

### Maps

Did you know Brighton's oldest map was in 1545 when there was only 1 street named east Street.

### Piers

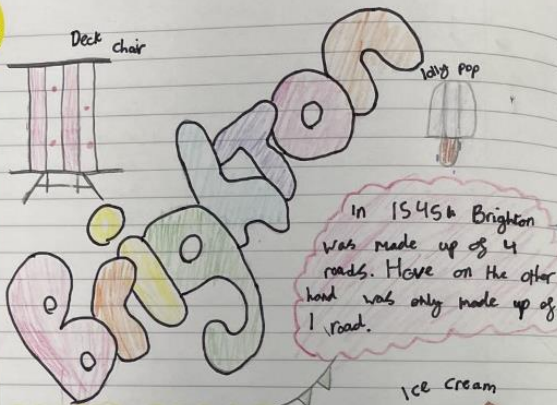
Surprisingly there was three piers the first one was the camber pier which was in the exact position as the police pier. Then there was the West pier then finally the pier we all know the most.

The police pier which is the modern pier. Also the West Pier and the Camber pier were both destroyed during the war.

### blitz

The blitz was when Brighton was bombed 56 times and over a few hundred people died from the bombs and some were severely injured. Brighton put mines in the sea in case if any enemy tried to land a plane on the pier or on the beach.





It all started in the paleolithic era in the Stoneage, 250,000 years ago. The Saxons founded Brighton calling it 'Boothelm's ton', later calling it 'Brightelm'stone'.

### Famous Brightonians.

1750: Dr Richard Russel:

Dr Richard Russel wrote a Book, in which he claimed bathing in Sea water was good for human health. Causing to a lot of people visiting Brighton.

1759: Sake dean Muhammed:

Sake dean Muhammed opened the first 'Shampoo Spa' on Brighton Seaground, where the Queens hotel now stands.

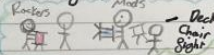
1726: Martha Gurn:

Martha Gurn lived on East Street and worked as a 'dipper' on Brighton Seaground. This meant that she rolled Bathing

Machines into the Sea so that wealthy bathers could change and reach the Sea in privacy.

## Mods vs Rockers

The Battle of Brighton happened in 1964. Up to 3000 young people came to Brighton in two big groups: Rockers, who wore leather jackets and liked rock music, and Mods, who wore really pressed and rode on motor Scooters.



In 2018

the population of Brighton & Hove reached 290,395

## World War II (WWII)

Brighton was attacked from the air on 56 recorded occasions between July 1940 and February 1941.

The Odeon Cinema in Kemptown was built in 1934. It was bombed in September 1940.

during the Second world war, and lots of people were injured. It was later rebuilt and began showing films again, but was finally closed in 1960.

Brighton used to be a fishing village

## Seagull

