



Amberley CE Primary School



St. James' CE Primary School,  
Coldwaltham



## Enabling every child to thrive and succeed

**At Arun Villages Federation, we care for EVERYONE. We embrace challenges and all opportunities to learn, recognising the value of education and persevering even when it feels difficult.**

**We are uncompromising in our aspirations, proud of our – and each other's - achievements and look forward to embracing the experiences the wider world offers.**

**Respect, Kindness, Honesty, Positivity and Teamwork**

# History

## Intent

At Arun Villages Federation, we aim for our children to develop into active learners who have a passion for History. Our children will know their place in History and gain a strong sense of chronology. Our children will gain core knowledge of key historical figures, events and periods of History and how these have shaped the world we live in today. We will develop in our children the ability to interpret and evaluate primary and secondary sources of evidence and inspire in them critical thinking skills where they will ask perceptive questions about the past, weigh evidence and sift arguments. Our children will develop a deep understanding of the richness of History in our local area and how our locality is part of the story of history and will help them to gain a sense of their own identity within a social, political, cultural and economic background.

## Implementation

Our curriculum has been designed with our schools' identities at its heart. We therefore follow a cyclical conceptual understanding curriculum underpinned by the National Curriculum. We recognise that History is: the process of enquiry; the product of imaginative reconstruction; describing and explaining the past. These key concepts are posed as key questions throughout the teaching of a history unit to develop a depth of understanding of them and are broken down further to develop key skills. Our chosen units of History taught follow the statutory guidance to ensure accurate and broad coverage. The curriculum has been designed to consider the nature of our small schools and mixed year groups and with an understanding of progression from the EYFS framework to the end of KS2. Where possible, the units of History are taught chronologically.

We recognise that alongside essential disciplinary knowledge of History, our children also need to develop their substantive knowledge. This substantive knowledge is drawn from the National Curriculum objectives and Key Stage History. In EYFS, children learn this knowledge very simply as part of their learning about the past. From KS1, they are taught more explicitly and this is then developed further in KS2. The substantive knowledge is broken into: understanding characteristic – ideas, beliefs, attitudes; understanding similarity and difference, continuity and change; understanding significance; identify and describe reasons for, and results of, events, situations and changes; discern how and why contrasting arguments and interpretations of the past have been constructed; Answer and devise historically valid question; make connections, draw contrasts, analyse trends; understand how evidence is used to make historical claims – including evaluation; create own structured accounts, including written narratives and analyses.

We believe in strong foundations in our History curriculum. As part of the **Understanding the World** strand in the EYFS, our children will begin to understand the difference between past and present, thus laying down the foundations for chronological awareness. Our children will draw on their own experiences and experiences of characters in stories to increase their understanding about the past. As the children progress through the school, History will be taught discretely, once a week, during alternate half terms (alternating with Geography) or longer, should the subject matter lend itself for a more in-depth study. Children will record their work in a bespoke History book, beginning each new unit of study with a clear key question of enquiry which is revisited at the end of the unit as part of the assessment process. As the unit of study progress, following guidance from Key Stage History, the children will develop their substantive knowledge through a range of enquiry questions.

We use Knowledge Organisers for each unit of study which are used and referred to regularly in the children's books or displayed where appropriate in classrooms. Key words, facts, prior learning and a timeline is included in these to help embed the children's understanding of the key question and retain core knowledge in their long-term memories. Key words are also displayed in classrooms to provide scaffolding and support for all children and are referred to during lessons.

We recognise our fortune in living in a history-rich locality and our children have opportunities to explore local history. This allows for a deeper understanding of 'change' within the local area. However, we recognise the role that people of all races, genders and religions have played in British History, therefore, the children will explore diverse historical figures, for example learning about the Ancient Islamic civilisation.

Throughout History lessons and as part of learning about the past in EYFS, the children will explore different sources of information. These include information books, websites and artefacts as well as providing enrichment opportunities where possible. Our children learn to evaluate both primary and secondary sources of evidence and how the past can be interpreted in different ways.

History assessment is ongoing throughout units of study and teachers use this to inform future planning and adaptations. We use the assessment guidance from Key Stage History at the end of units to assess the children's understanding of the concepts taught and retention of disciplinary knowledge. The subject leader carries out learning walks, pupil voice and book monitoring to ensure rigor in the subject remain and to reflect on practises across the Federation.

## **Impact**

Our children will leave Arun Villages Federation with a broad historical knowledge of key periods of time in British and World History. They will be able to use the language of chronology and identify key periods of history on a timeline. Our children will be able to confidently talk about people, events and periods of history they have learnt about and comment on how these have had an impact on our world. Our children will be able to use primary and secondary sources, using them to make inferences about the past and understanding that perspective can affect the evidence. Our children will learn to question what they are told to be truth, asking questions in lessons and following lines of enquiry and they will have secure understanding of how history and impacted our locality. Our children's work will be high quality and demonstrate that history is taught at an age-appropriate standard and in an appropriate sequence.

## SUBJECT Overview – Whole School Cycle A

	Autumn	Spring	Summer
<b>EYFS</b>	All about me	Nursery rhymes and traditional tales	
<b>Key Stage 1</b>	Great Fire of London (Y2/3)  Gunpowder plot (Y2/3)	Ancient Egypt (Y2/3)	Toys (Y1)  Romans (Y2/3) + Roman locality study
<b>Key Stage 2</b>	Great Fire of London (Y2/3)  Gunpowder plot (Y2/3)  Ancient Greeks (Y4/5/6)	Ancient Egypt (Y2/3)  Early Islamic Civilisation (Y4/5/6)	Romans (Y2/3) + Roman locality study  Local history study: development of Arundel (Y4/5/6)

## SUBJECT Overview – Whole School Cycle B

	Autumn	Spring	Summer
<b>EYFS</b>	Ticket to ride		Seaside
<b>Key Stage 1</b>	Washday (Y2/3)	Ticket to ride (Y1)  Castles (Y2/3) + locality study of Amberley castle/Arundel castle	Seaside (Y1)  Stone age to Iron age (Y2/3)
<b>Key Stage 2</b>	Washday (Y2/3)  Anglo Saxons & Viking (Y4/5/6)	Castles (Y2/3) + locality study of Amberley castle/Arundel castle  Crime and Punishment (Y4/5/6)	Stone age to Iron age (Y2/3)  Face Value (Y4/5/6)

## **Additional units of study**

Due to changing nature of class Year group distribution across the schools, additional units of study are needed to ensure all children receive the full spectrum of the History substantive and disciplinary knowledge without repetition.

For UKS2 these are: **Shang Dynasty, Mayans** and the thematic unit, **Black and British**.

*For example, in cycle B the Crime and Punishment and Face Value unit will have been taught to the class when the children were in Year 4 and will then be in Year 6 for cycle B again. Therefore, new units will need to be taught. Teachers will have the autonomy to choose which unit they feel best fits the needs of their cohort and will inform the subject lead as to their choice.*

For LKS2 & KS1 additional units such as **Moon Landing** and the **Sinking of the Titanic** can be taught. As above, discussions will take place with the subject lead to ensure progression is linear.

The Foundation stage can include units such as **Polly put the kettle on** and **Muddled Bags**.

*We follow the KeyStage History schemes of learning to support teaching and learning in History.*

[Keystage History - Advice for teaching history, lessons, planning and resources for Key Stage history at KS1, KS2, KS3 and GCSE](#)