



R = Encourage Resilience and Perseverance



A = Develop Articulate Learners.



I = Influence Aspirations



N = Nurture Curiosity



B = Instil British and Christian Values



O = Provide Opportunities to build upon knowledge and skills



W = Wellbeing and Health



INTENT STATEMENT

The intention of our History curriculum is for our children to begin to understand the impact of both British and World History upon our lives today by learning about significant events, people and changes from the past.

Through the study of carefully selected Historical units and Historical figures (chosen to meet our bespoke community needs), our children are able to coherently recall key knowledge whilst also developing their developing skills of communication and historical enquiry skills by interpreting and analysing of a range of sources.

By the end of KS2, our children will begin to piece together how significant periods of History have impacted upon one another applying a deepening understanding of chronological frameworks. They will be curious about the role of History within their lives today and how it has impacted upon their own identity.



INTENT - CURRICULUM SEQUENCED AND KEY CONTENT PRIORITISED

Beginning in EYFS with the study of Learning Enquiries, introducing 'Changes to Life in Britain', 'Kings and Queens' and 'Inventors', learning builds upon children's interests while laying the foundations for further study within the discipline of History across school. From Y1—Y6, we then use the National Curriculum as a basis to continue to focus on Historically significant periods of time and figures.

During each term, each year group studies a Historical figures around a central theme. Autumn term sees the study of 'Historical Heroes and Vicious Villains', 'National and International Achievers' are explored throughout Spring and finally 'Scientists, Explorers and Inventors' in Summer term.

Throughout all year groups, there is a clear study of at least one British and one World History unit to study. These are not studied in true chronological order but instead chosen on difficulty of learning. In EYFS and KS1, there is a focus on the concepts of the past, present, change, invention and civilisation before building onto deeper Historical concepts including empire, power and monarchy in Year 2 and beyond.

At each stage of study, knowledge of 'events, people and changes' are carefully considered, building systematically on a growing understanding of Historical knowledge within a chronologically secure framework. Skills to apply knowledge are also considered with their progression across year groups using key learning papers, including chronology, events, people and changes, communication and historical enquiry, and interpretation and using sources. Throughout school, use of Historical milestones for key knowledge to be retained beyond the unit and to minimise 'gaps in learning' are provided.



VISION

Deepen children's understanding of the world in which we live and to respectfully appreciate how the world has changed dramatically over time and continues to do so today.

To be naturally curious of how we know about the past and communicate these ideas with increased independence.

To become chronologically aware and comprehend that History is the study of anything in the past, with a Modern History, which can be compared to Ancient History.



EYFS AS THE 'BEDROCK'

ELG - Understanding the world.

Past and Present - The Discipline of History.

Characteristics of Effective Learning.

- 1.) Engagement - Playing and Exploring.
- 2.) Motivation - Active Learning.
- 3.) Thinking - Creative and Critical Thinking.

Focus on 3 learning enquiries: 'Changes to Life in Britain', 'Kings and Queens' and 'Inventors'. Detail provided within EYFS knowledge planner to prepare children for future study.



CULTURAL CAPITAL

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society.

Through our History Curriculum we build cultural capital with:

Trips and visits within the local area including a visit to Roman Chester.

Online workshops and webinars such as Remembrance Day.

Opportunities to explore artefacts from a specific period of history using resources from the library service.

Learning about and celebrating historical events such as Bonfire Night and St. George's Day

Learning about local history such as the Rainhill Rocket.



READING AS THE BEATING HEART

Incorporation of Reading within every History lesson as 'the beating heart.'

Historical Reading Spine, including core and supporting Texts.

Wider reading around the subject with books and sources from the school library service.

Vital vocabulary (mapped out to have a mixture of tier 2 and tier 3 vocabulary).

Use of bespoke knowledge organisers.

Top Trump Cards for Key Historical Figures.



CURRICULUM PROGRESSION

We encourage our children to 'think like a Historian' by demonstrating a growing understanding of the following progressive areas of disciplinary knowledge:

- 1.) Chronology 2.) Events, people and changes 3.) Communication and historical enquiry, 4.) Interpretation and using sources.

We also ensure progression in transferrable concepts progressing through our units across school:

EYFS/KS1:	KS2:
change	change
invention	invention
civilisation (through society and culture)	civilisation (through society and culture)
empire [Y2]	empire
power [Y2]	power
monarchy [Y2]	monarchy
	religion
	settlement
	invasion
	migration



PEDAGOGICAL APPROACH TO TEACHING AND LEARNING (LESSON STRUCTURE)

- Use of bespoke knowledge organisers and planners for lesson delivery and to support independent home study.
- Teaching and learning supported by Rosenshine's Principles of Instruction (Review, Check for understanding, Provide Models, Provide Scaffolds, Guide practice).

- **QUEST** approach to lesson delivery

Question to answer.
Understanding previous learning.
Explore new knowledge and vocabulary.
Student practise.
Talk, test, tell.




STAFF CPD (LINKED TO GOOD PRACTICE)

Collaborative approach to planning and sequencing the curriculum to build progression.

LDST networking on History curriculum, including with 'School Improvement Liverpool' curriculum updates.

Training on Rosenshine's Principles of Instruction (MH, JY, CB, AC). MH Masters for pedagogy.

Full staff training on 'QUEST' approach to learning for consistency.

Chronology training with School Improvement Liverpool.

EYFS History Training with David Weatherly.



APPROACH TO ASSESSMENT

Pre/post learning sheets and Vital Vocabulary.

Retrieval based learning techniques every lesson with three formally evidenced per topic.

Exit tasks could be; essays, quizzes, knowledge tasks and must evidence key learning papers.

Final judgement as emerging, expected or exceeding per topic.

Assessment sheet for books and completion on snapshot by class teacher.

Report generated termly by subject leader with moderation of judgements. Also subject monitoring and next steps provided.



MEETING THE NEEDS OF ALL LEARNERS

The planning that we use allows children to improve their own metacognition and access the lesson at their level.

Children are encouraged to deepen their own understanding with use of our knowledge organisers for pupil support.

Pupils are given additional support within lessons dependent on their individual needs. Pre-teaching and interventions also take place to support the retention of 'Historical milestones' for all learners.

The 'milestone knowledge' is the pre-determined essential knowledge that children require to progress to the next stage of their learning.



OUR IMPACT

The Impact of our History Curriculum is that:

Children are engaged within History lessons and curious to discover, learn and remember more.

Work is of a high quality, demonstrating how pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

Pupil's work demonstrates that History is taught at an age-appropriate standard across each year group with opportunities planned in to engage all pupils.

Children are able to 'Think like a Historian' including a growing knowledge of 'Chronology', 'Events, People and Changes', 'Communication and Historical Enquiry' and 'Interpretation and Using Sources'. Learners are becoming more articulate.

As Historians, children learn lessons from History to influence the decisions they make in their own lives (including in their application of British Values) ready for life in modern Britain.



GOVERNOR COMMUNICATION

Our Link Governor is:

Martin Litherland.



SUBJECT PRIORITIES AND ASSEMENT DATA

Talk to the Subject Leader about their priorities for this year and up-to-date assessment data.