






<div><p><b>R = Encourage Resilience and Perseverance</b></p></div> <div><p><b>A = Develop Articulate Learners.</b></p></div> <div><p><b>I = Influence Aspirations</b></p></div> <div><p><b>N = Nurture Curiosity</b></p></div> <div><p><b>B = Instil British and Christian Values</b></p></div> <div><p><b>O = Provide Opportunities to build upon knowledge and skills</b></p></div> <div><p><b>W = Wellbeing and Health</b></p></div>	<div></div> <div><h2>INTENT STATEMENT</h2><p>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.</p><p>Through the study of carefully selected Historical units and Historical figures 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.</p><p>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.</p></div>	<div></div> <div><h2>INTENT - CURRICULUM SEQUENCED AND KEY CONTENT PRIORITISED</h2><p>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 always considering our local context of St Helens.</p><p>Beginning in KS1, we have created bespoke medium-term planning, supplemented by use of Opening Worlds curriculum resources in KS2, to ensure that children will develop a growing knowledge of the history of Britain and the wider world, Ancient civilisations and how the lives of significant figures have shaped the world we live in.</p><p>At each stage of study, knowledge of 'events, people and changes' are carefully considered, building systematically on a growing understanding of Historical knowledge exploring several key themes within a chronologically secure framework. Historical concepts to underpin our disciplinary focus are also considered (considering continuity and change, cause and consequence, similarity, difference and significant and historical significance) to ensure pupils 'Think Like a Historian.'</p><p>Throughout school, use of Historical milestones for key knowledge to be retained beyond the unit and to minimise 'gaps in learning' are provided.</p></div>	
<div></div> <div><h2>VISION</h2><p>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.</p><p>To be naturally curious of how we know about the past and communicate these ideas with increased independence.</p><p>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.</p></div>	<div></div> <div><h2>EYFS AS THE 'BEDROCK'</h2><p>ELG - <u>Understanding the world.</u></p><p><u>Past and Present - The Discipline of History.</u></p><p>Characteristics of Effective Learning.</p><ol style="list-style-type: none"><li>1.) Engagement - Playing and Exploring.</li><li>2.) Motivation - Active Learning.</li><li>3.) Thinking - Creative and Critical Thinking.</li></ol><p>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.</p></div>	<div></div> <div><h2>CULTURAL CAPITAL</h2><p>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.</p><p><u>Through our History Curriculum we build cultural capital with:</u></p><ul style="list-style-type: none"><li>Trips and visits within the local area and beyond.</li><li>Online workshops and webinars such as Remembrance Day and Black History Month</li><li>Opportunities to explore artefacts from a specific period of history using resources from the library service.</li><li>Learning about and celebrating historical events such as Bonfire Night and St. George's Day</li><li>Learning about local history such as the Rainhill Rocket.</li></ul></div>	<div></div> <div><h2>READING AS THE BEATING HEART</h2><p>Throughout our History lessons, storytelling is used to illustrate key ideas, explain key concepts and build schema. This is fundamental to the development of new knowledge. While engaging all pupils from the outset. Staff sharing and modelling their own relationship with the knowledge through storytelling and use of reading booklets ensures that reading remains at the 'beating heart' of our History Curriculum</p><ul style="list-style-type: none"><li>Historical Reading Spine, including core and supporting texts alongside progressive sets of atlases across KS1.</li><li>Use of Opening World booklets across KS2.</li><li>Wider reading around the subject with books and literature from the schools library service.</li><li>Vital vocabulary (mapped out to have a mixture of tier 2 and tier 3 vocabulary) in all units of work.</li><li>Historical figure Top Trump cards.</li></ul></div>



## CURRICULUM PROGRESSION

Substantive Historical Themes Throughout Our History Curriculum		
<b>Chronology</b> (Earlier stories and descriptions of places at particular times allows pupils in later units to know what happened in those settings and understand references to people, places, events and develop events that have a bearing on the later people, places, events and developments).		
<b>Core Themes</b> (Recognise themes such as art and architecture, government and politics, belief systems, economy and culture exploring continuities and contrasts across time and space).	<b>Certainty vs Uncertainty</b> (Exploring typical good, scholarly writing in history exploring primary sources of varied styles and reading longer stories understanding the subtle interplay of imagination and reality without confusing fact and fiction).	
Four Historical Concepts Underpinning Our Disciplinary Focus		
Increased demand in disciplinary questions is profoundly enabled by increased substantive knowledge. These concepts are taken from the Programme of Study for History.		
<b>Continuity and Change</b> (Exploring trends and turning points over time and examining the varying pace, frequency and nature of these alterations. Another aspect of change and continuity is the lived experience of change how particular developments were experienced and understood by those who lived through them).	<b>Cause and Consequence</b> A relationship in history between an event, a condition, or a decision (the cause) and the events or results that follow it (the consequences). Understanding cause and consequence is a key aspect of historical analysis and helps historians to understand how and why things happened in the past).	<b>Similarity, Difference and Significance</b> (Moving beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity of people, paying attention to the extent of similarity and difference between different sorts of people - and between people within the same group).
<b>Historical Significance</b> (How evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. Evidence and interpretation also refer to major processes [including analysing and evaluating primary sources] that historians deploy and the products that result [including secondary accounts which contain argument and interpretation]).		



## PEDAGOGICAL APPROACH TO TEACHING AND LEARNING

As opposed to strategies in their own right (with the exception of Storytelling), each of our ten teaching techniques are used to support staff understanding and elicit improved pupil responses.

Pre-teach key vocabulary	Storytelling	High-quality teacher talk	Choral Response (MYY/TTTP)	Questioning = Rephrasing If it's worth asking, it's worth everyone answering
Secure Fluency (Fluency = Accuracy + Speed)	Core Knowledge	Secure pace	Avoid guessing games	Assessment Quick, short, burst and frequent



## STAFF CPD (LINKED TO GOOD PRACTICE)

Collaborative approach to planning across the partnership.

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

Opening Worlds Curriculum training for all staff.

Chronology training from School Improvement Liverpool

EYFS History Training with David Weatherly.

Ongoing coaching cycles to develop teaching and learning pedagogy.



## APPROACH TO ASSESSMENT

Ongoing formative assessment throughout all levels supported by ten teaching techniques.

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

Synoptic task as the end of each unit alongside a mid-topic quiz.

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



## MEETING THE NEEDS OF ALL LEARNERS

Our curriculum design 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 adaptive teaching techniques to ensure that all children are able to access the learning.

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.



## SUBJECT PRIORITIES AND ASSEMENT DATA

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