

# History

## Curriculum Intent:

**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 figures our children are able to coherently recall key knowledge whilst also strengthening 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.**

## Curriculum Vision:

**At Parish C.E. Primary School, we want to deepen pupils' understanding of the world in which we live and to respectfully appreciate how the world has changed over time and continues to do so today. In doing this, we strive to develop pupils' chronological awareness and enhance their comprehension that History is the study of anything in the past, with a Modern History, which can be compared to Ancient History.**

**Furthermore, we want to nurture pupils' natural curiosity of how we know about the past and encourage articulate learners by promoting communication with increased independence.**

**I have been the Geography subject champion at Parish for the past year. I am passionate about helping children explore the world around them and enjoy seeing how Geography connects with other subjects across the curriculum. This year, I have led the initial implementation of our Opening Worlds Geography curriculum, supporting staff with planning and delivery. I have also engaged with LDST network meetings to help shape and strengthen our Geography provision.**



*Mr Campbell - History Subject Champion*



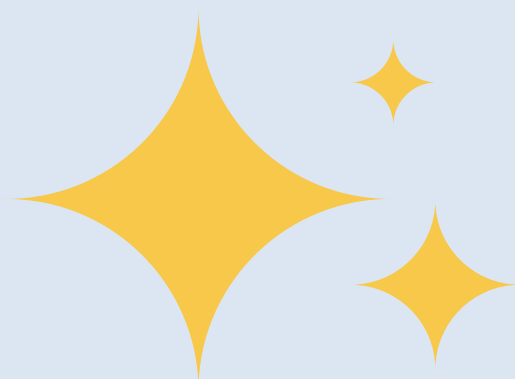
## Curriculum Sequencing:

**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.**

**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.**

**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.'**

**Throughout school, use of Historical milestones for key knowledge to be retained beyond the unit and to minimise 'gaps in learning' are provided.**



## Pedagogical Approach:

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 (MTYT/TTYP) 	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

## Transferrable Concepts:

History supports and reinforces key skills from the English curriculum by developing pupils' understanding of chronology, cause and consequence, and the complexity of human experience. Through a sequenced curriculum, concepts and vocabulary are introduced early and revisited in richer contexts, promoting deep understanding and retention. Rich texts, structured discussion, and regular analysis of sources enhance reading comprehension, inference, and critical thinking—skills that are directly transferable to English. This cross-curricular approach strengthens both historical enquiry and literary learning.

## Reading as the Beating Heart:

**Storytelling is a central feature of our History curriculum, used consistently to illustrate key ideas, explain complex concepts, and support the development of schema. This approach not only fosters deep understanding but also engages all learners from the very start of each lesson.**

**Teachers model and share their own subject knowledge through storytelling and high-quality reading materials, ensuring that reading remains at the core of our curriculum.**

**In Key Stage 1, pupils engage with a Historical Reading Spine, which includes carefully selected core and supporting texts, as well as progressive sets of atlases.**

**In Key Stage 2, the Opening Worlds booklets provide a structured and content-rich foundation.**

**Across all key stages, wider reading is encouraged through access to literature from the Schools Library Service.**

**Each unit includes carefully mapped vital vocabulary, integrating both Tier 2 and Tier 3 language to build disciplinary literacy.**

**Additionally, engaging resources such as Historical Figure Top Trump cards further enrich pupils' knowledge and interest in the subject.**



# Our Rainbow Promises in History:

## Resilience and Perseverance:

**Through challenging content, cumulative learning, and regular retrieval practice, pupils are encouraged to persist in building and applying their knowledge over time, developing resilience in their learning journey.**

## Articulate Learner:

**The curriculum places a strong emphasis on vocabulary development and structured discussion, enabling pupils to express complex ideas clearly and confidently, both verbally and in writing.**

## Influence Aspirations

**By exploring diverse historical figures, cultures, and events, pupils are inspired to see their place in the world and understand the impact individuals can have, helping to raise their aspirations and broaden their horizons.**

## Nurture Curiosity

**The rich content and storytelling approach of our History curriculum ignites curiosity, encouraging pupils to ask questions, explore new ideas, and develop a lifelong interest in the past.**

## British and Christian Values

**Our History curriculum provides opportunities to explore key moments in British history and examine themes such as justice, compassion, democracy, and tolerance, aligning with both British and Christian values.**

## Opportunities to Build on Knowledge and Skills

**The History curriculum is deliberately sequenced to build knowledge and disciplinary thinking over time, ensuring pupils revisit and deepen their understanding as they progress through the curriculum.**

## Wellbeing and Health

**By fostering a sense of belonging through shared stories, historical empathy, and inclusive representation, the curriculum contributes to pupils' emotional wellbeing and helps develop a reflective, respectful worldview.**





# Inclusive Practice in History:

## EYFS as the Bedrock of Learning:

**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.**

## Strong Foundations:

**History plays a vital role in building strong foundations of learning by developing pupils' understanding of chronology, cause and consequence, and the complexity of human experience over time. Through a carefully sequenced curriculum—such as Opening Worlds—key concepts and vocabulary are introduced early and revisited in increasingly sophisticated contexts. This cumulative approach helps pupils make connections across time periods, retain core knowledge, and develop a secure sense of historical narrative. Rich texts and structured discussion support reading, inference, and critical thinking, while regular opportunities to explore sources and interpretations deepen pupils' disciplinary understanding. Together, these elements create a strong foundation of knowledge and skills that supports long-term learning across the curriculum.**

## 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 and their long-term achievement and progress is supported.**

**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.**



# Wider Curriculum Considerations in History:

## Teaching Pedagogy:

**The ten teaching techniques are embedded throughout the History curriculum to ensure consistent, high-quality instruction that supports all learners. These techniques—such as explicit vocabulary teaching, structured discussion, modelling, and regular retrieval—are woven into every lesson, reinforcing key knowledge and concepts.**

**By using these approaches systematically, teachers build pupils' confidence, deepen understanding, and support long-term retention. This shared pedagogical framework also promotes consistency across classrooms and year groups, helping pupils make meaningful connections and progress securely through the curriculum.**

## Developing Cultural Capital:

**Through our History Curriculum we build cultural capital with:**

- Trips and visits within the local area and beyond.**
- Online workshops and webinars such as Remembrance Day and Black History Month.**
- 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.**

## Personal Development:

**Personal development is deeply embedded in the Opening Worlds History curriculum through its rich content, inclusive narratives, and focus on critical thinking. Pupils explore diverse societies, cultures, and perspectives, fostering empathy, respect, and an appreciation of difference. Themes such as justice, leadership, and human rights encourage moral reflection and help pupils develop a strong sense of identity and social responsibility. Opportunities for discussion and debate build confidence, communication skills, and resilience. By engaging with complex historical issues and individuals who shaped the world, pupils are inspired to consider their own values, aspirations, and role in society—supporting their growth as thoughtful, informed citizens.**

## Staff CPD:

**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.**

## Assessment:

**Our History curriculum offers a range of assessment methods to support pupil progress. Ongoing formative assessment is embedded at all levels through ten structured teaching techniques, ensuring continuous feedback and development.**

**Each lesson incorporates retrieval-based learning, with at least three tasks per topic formally recorded as evidence of learning. At the end of each unit, pupils complete a synoptic task to consolidate and demonstrate their understanding. Termly, the subject leader generates a report that includes opportunities for collaborative moderation, subject monitoring, and the identification of next steps for teaching and learning.**

