



History Policy on a Page:



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:

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.



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.



Curriculum Progression:

See Knowledge Planners.



Reading as the Beating Heart

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 knowledge through storytelling and use of reading booklets ensures that reading remains at the 'beating heart' of our History Curriculum.

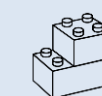
KS1: Historical Reading Spine, including core and supporting texts alongside progressive sets of atlases.

KS2: Use of Opening World booklets.

Wider reading around the subject with books and literature from the schools library service.

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

Historical figure Top Trump cards.



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.

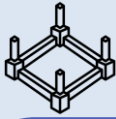
3.) Thinking – Creative and Critical Thinking.

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.



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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.



Inclusive Practice - 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.



Teaching Pedagogy:

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



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.



Rainbow Promises:

Our History curriculum influences aspirations by developing articulate, confident learners through engaging activities such as role-play, discussion, and critical questioning. Carefully sequenced topics nurture curiosity and deepen understanding, allowing pupils to make meaningful connections with the past and build upon prior knowledge. Through these experiences, pupils develop resilience and a strong sense of identity, promoting wellbeing and positive mental health. British and Christian values—such as respect, tolerance, and justice—are embedded across units, helping pupils understand their place in society and encouraging them to reflect on moral choices.

Synoptic tasks further support personal growth, enabling pupils to consolidate learning and become reflective, responsible 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:

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 at the end of each unit.

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