



History



Together we believe, achieve and enjoy

Our School Vision

“Together, we believe, achieve and enjoy”

Through our vision, we serve our community by providing an inclusive, happy, secure and caring Christian environment where all are valued and respected. We believe that God loves all his children unconditionally and values the uniqueness of the individual and recognise the diversity and range of contributions that each child can make. *In our history curriculum, we ensure that children value and respect the contributions people in the past have on today's society and the impact and legacy they have left on their lives.*

Following the Church of England's Vision for Education 'Life in all its fullness' John 10:10, we provide a high-quality education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills they require to become successful in *history*.

Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



kNowledge

Our five Crown Principles drive our history curriculum.

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Rationale for our History Curriculum

Challenge

Through the 'challenge' curriculum driver we want our children *relish challenges that being a historian can bring*: asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement.

Resilience

Through the 'resilience' curriculum driver, we promote optimism and determination *in history*. A selection of *carefully chosen historical figures* are embedded within our history curriculum to *promote resilience, including local significant people*. Children are encouraged to be resilient when making connections, drawing contrasts, analysing trends and *framing historically-valid questions*.

Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons - opening their eyes to the myriad careers they might pursue. Through *careful planning, we have chosen key historical figures local to St Helens so children aspire to be like the great people who have impacted their town*. We provide *tangible role models to raise our pupils' aspirations to inspire them to work even harder to be the best that they can be*. We want our pupils to have a clear understanding of the link between achieving well and having goals for the future.

Wellbeing

At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. *In history, we ensure children empathise with people from the past and have a profound appreciation for what*

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people in the past have done and how they have impacted modern day society. With 'wellbeing' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.

kKnowledge

Through the 'kKnowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. The knowledge imparted in history is crafted by our curriculum leader and history subject leader to ensure that all pupils achieve secure subjective and disciplinary knowledge in history. All our teachers teach with the aim to ensure pupils have sufficient knowledge to progress through primary school and beyond.

Being a Queen's Park Historian

Being a historian means that disciplinary and substantive knowledge complement each other harmoniously. History disciplines such as understanding chronology, looking at cause and effect, continuity and change etc are high profile within our history curriculum.

Through disciplinary literacy, all children read like historians: reading timelines, sources, quality non-fiction texts. Reading is the 'beating heart' of our history curriculum.



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Intent

History Long Term Plan

Queen's Park 'Crown Curriculum' - all our planning is based on our key principles and intent for our curriculum			
Challenge Resilience Opportunities Wellbeing & Knowledge			
EYFS	My family Tree	Text: Fairy Tales - Kings, Queens and Kingdoms	Text: Major Glad, Major Dizzy
Year One	Local History The lives of significant individuals and event - George Stephenson and Rainhill Trials	Changes within Living Memory 1960s, 1990s and now	Events Beyond Living Memory Transport: trains & planes The Wright Brothers
	The lives of significant individuals - Samuel Taylor and opening of Taylor Park, St Helens	Queens over time Elizabeth I - Queen Victoria - Queen Elizabeth II	Great Fire of London
Year Two	Local History	British History	Ancient History
Year Three	Local Study - Pilkington Brothers and the making of float glass	Stone Age/Bronze Age/Iron Age Britain	Ancient Egypt
Year Four	Local Study - Thomas Beecham and the release of Beechams Pills	Roman Britain	Ancient Greece
Year Five	Local Study - Sir David Gamble and the opening of the Gamble Institute	Anglo Saxons and Vikings in Britain	Ancient Maya
Year Six	Local Study - St Helens WWI Pals and WWI	WW2 and its effect on Britain	

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History is taught three times throughout the year (with the exception of Year 6).

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Progression in History

Progression documents

Our progression documents have been created by the Curriculum Leader and History Subject Leader to ensure clear progress in the *three strands of history we focus on at Queen's Park: chronological understanding, knowledge and interpretation and historic enquiry.*

The progression documents show key knowledge (substantive knowledge), key vocabulary and key skills (disciplinary knowledge) and assessment outcomes from EYFS - Year 6.

Progression of knowledge, vocabulary, skills and suggested assessment outcomes

British History	Key knowledge progression	Key vocabulary	Key skills progression	Assessment outcome
EYFS and KS1 have a focus on British monarchy (EYFS and Y2) and changes within living memory in Britain (EYFS and Y1)				
EYFS – Kings & Queens (taught through stories) Changes within living memory: Family	I know that a king or queen rules a kingdom / country I know that adults in my family are older than me I can name some key events in my life so far I know my birthday and the year I was born	Vocabulary to be modelled in teaching time and within provision Old / older Young / younger Yesterday Today Tomorrow Timeline Family tree Past Monarch	Name and describe people who are familiar to them Begin to make sense of their own life-story and family's history Talk about members of their immediate family and community in dedicated talk time Create timeline of their year in EYFS to begin to understand the idea of time passing and events being 'in the past'.	Children can demonstrate key knowledge, vocabulary and skills within provision when working with an adult
Year 1 – Changes within living memory: Transport	Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice) To know that Sedan chairs were the earliest forms of transport in Britain. To know when the first airplane flight was 1903 and it was the Wright brothers To know that the first buses were drawn by horses and called omnibuses. To know that the first London underground train operated in 1890.	Vocabulary on Crown Planners (to be explicitly taught) Timeline (noun) Flight (noun) Evidence (noun/verb) Transport (noun/verb) Curator (noun) Other key historical vocabulary to be used in this unit of work A long time ago	Chronological Understanding I can recognise how transport has changed over time. I can order forms of transport in chronological order. Knowledge and Interpretation I can explain the significance of the transport network of trains, buses and canals in Britain. I can explore the reasons why transport has changed over the years.	Children to create questions to ask the curator of the museum. Children share information they have learnt about transport using key vocab and

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Vocabulary

Vocabulary is V.I.T.A.L in History

Valued

We value vocabulary in *history* and in everything we do.

Identified

Historical vocabulary is identified by the *history subject leader* and is explicitly planned for.

Taught

Vocabulary is explicitly taught in every lesson. Our *Crown Planners* are used as a teaching tool for *key historical vocabulary* and the *history medium term plans* include additional vocabulary to be taught.

Applied

Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment *outcomes in history*.

Learned

Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, *children revisit and relearn key historical vocabulary*.

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Early Years Foundation Stage

Through an 'explosion of experiences', our youngest historians are exposed to the foundations of their history learning. Carefully planned historical knowledge, skills and experiences are provided for our children. High quality books, stories and rhymes are the beating heart of our history curriculum in EYFS. Historical vocabulary is planned for. Staff are role models in demonstrating historical vocabulary and this is further enhanced in our excellent provision. The foundations of history learning in EYFS is linked to Year 1 and beyond.

Year 1 to Year 6

Year on year, children will build upon their historical knowledge, skills and vocabulary. The curriculum leader and history subject leader have created a meaningful, sequential learning journey through history. Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories.



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Implementation

Pedagogy



Both our staff and children are enthusiastic about *history*. Through ongoing CPD, we strive to ensure our teachers have *expert knowledge of the history they teach*. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

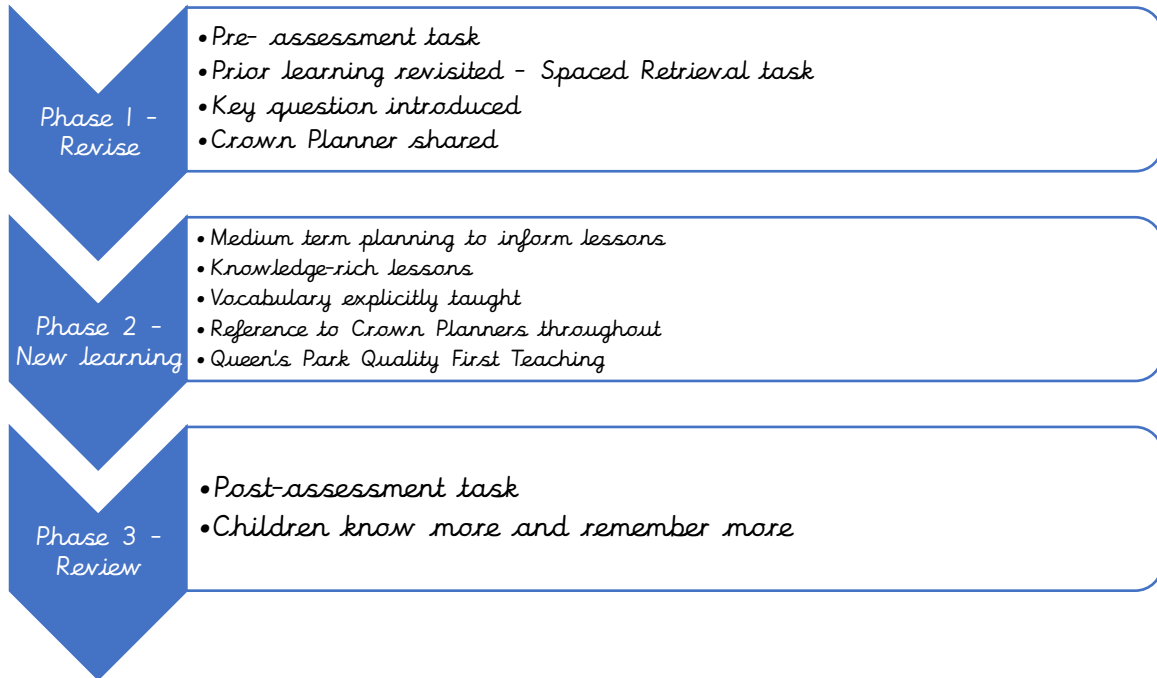
Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

We firmly believe that all children should have full access, including those with additional needs, to our history curriculum therefore focused differentiation is in place where appropriate.

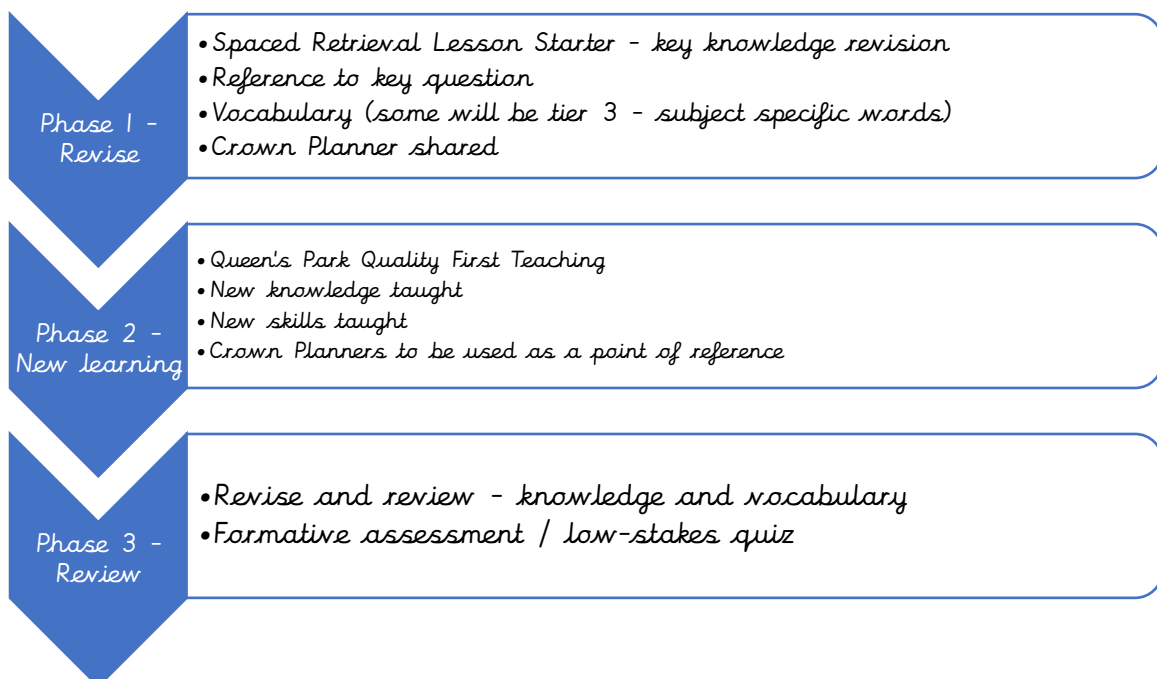
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Lesson Structure

The sequence of lessons across history follows the same structure:





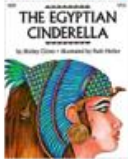


Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.



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Crown Planners

Our Crown Planners support our children with vocabulary and key knowledge for each unit of work. They enhance children's understanding of key concepts, present information clearly and promote appropriate discussion.

Crown Planner - Year Three: Ancient History – Ancient Egypt		Subject: History	Term: Summer Term
Year group: 3 WOW/Starting Question: <i>What did the Ancient Egyptians believe?</i>		 <p>Cross-curricular links - Experience Day - Trip to Liverpool Museum Geography - River Study (Nile) Design & Technology - Rising Sarcophagus (Hydraulics)</p>	Hours: Block this unit of work over 3 weeks
Key vocabulary:			Powerful Knowledge <ul style="list-style-type: none"> I know the Ancient Egyptian Creation Story and know that Ancient Egyptians were polytheistic. I can compare it to the Christian Creation Story. I know the following Egyptian Gods: Ra, Osiris, Isis, Horus and I know what they represent. I know the Ancient Egyptian sacred animals: Scarab and sacred cats, Anubis and the Jackal, The scarab Scarab, Sobek and crocodiles, Taweret and Hippo. I know the following famous landmarks: Luxor, Abnashar, Giza, Valley of the Kings and can explain their significance. I know the Egyptian festival of Opet or Sokar and can describe it. I can compare it to a modern day festival. I know how to use hieroglyphics and can interpret their meaning. I know the process of mummification.
Polytheistic: the worship of or belief in more than one god	Hieroglyphics: Hieroglyphics are symbols in the form of pictures	 <p>Sacred Animals of Ancient Egypt</p>	Exciting text I will be reading in English: 
Pyramids: Pyramids are ancient stone buildings with four triangular sloping sides. The most famous pyramids are those built in ancient Egypt to contain the bodies of their kings and queens.	mummification: to preserve the body of (a human or animal) as a mummy		
Sarcophagus: a large decorative container in which a dead body was placed in ancient times	 		

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Impact

We understand that we may not see the true impact of our *history curriculum* on our children as our *history curriculum* is just the beginning of a lifetime of learning.

Our well-constructed and well-taught *history curriculum* leads to great outcomes. Our results are a reflection of what our children have learnt. At Queen's Park, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

We ensure all our children read to a stage appropriate level and fluency. Reading is the beating heart of our *history curriculum*. Through disciplinary literacy in *history lessons*, the impact of reading on the children's *historical learning is paramount*.

The impact of Queen's Park *history curriculum* is measured through the following:

- Assessment at the end of each unit of work
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate

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