



# History



# Our School Vision

*For with God, everything is possible (Matthew 19:26)*

*Through our continued service to our community and rooted in our Christian Values, the opportunities we provide inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, and the world around them. For with God, everything is possible. (Matthew 19:26)*

*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. We reflect upon people and places of the past and recognise the significance they have made when fulfilling our vision that 'everything is possible'.*

# Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



Knowledge

*Our five Crown Principles drive our history curriculum*

## 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

*#EverythingIsPossible*

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 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.

### knowledge

Through the 'knowledge' 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.



# Intent

## History Long Term Plan

 <b>History Long Term Plan</b> 			
Queen's Park 'Crown Curriculum' - all our planning is based on our key principles and intent for our curriculum <b>Challenge Resilience Opportunities Wellbeing &amp; Knowledge</b>			
EYFS	<b>My Family Tree</b>	<b>Text: Fairy Tales - Kings, Queens and Kingdoms</b>	<b>Text: Major Glad, Major Dizzy</b>
Year One	<b>Local History</b>	<b>Changes within Living Memory</b>	<b>Events Beyond Living Memory</b>
	The lives of significant individuals and event - George Stephenson and Rainhill Trials	1960s, 1990s and now	Transport trains & planes The Wright Brothers
Year Two	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
	<b>Local History</b>	<b>British History</b>	<b>Ancient History</b>
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 Greeks
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	

*Together we believe, achieve and enjoy.*

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

# 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.

British History	Key knowledge progression	Key vocabulary	Key skills progression	Assessment outcome
<b>Progression of knowledge, vocabulary, skills and suggested assessment outcomes</b>				
<b>EYFS and KS1 have a focus on British monarchy (EYFS and Y2) and changes within living memory in Britain (EYFS and Y1)</b>				
<b>EYFS – Kings &amp; Queens (taught through stories)</b>  <b>Changes within living memory: Family</b>	I know that a king or queen rules a <b>kingdom</b> / 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	<b>Vocabulary to be modelled in teaching time and within provision</b>  Old / older  Young / younger  Yesterday  Today  Tomorrow  Timeline  Family tree  Past  <b>Monarch</b>	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
<b>Year 1 – Changes within living memory: Transport</b>	<b>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</b>  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.	<b>Vocabulary on Crown Planners (to be explicitly taught)</b>  Timeline (noun)  Flight (noun)  Evidence (noun/verb)  Transport (noun/verb)  Curator (noun)  <b>Other key historical vocabulary to be used in this unit of work</b>  A long time ago	<b>Chronological Understanding</b>  I can recognise how transport has changed over time.  I can order forms of transport in chronological order.  <b>Knowledge and Interpretation</b>  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*.

*#EverythingIsPossible*



# 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.



# Implementation

## Pedagogy



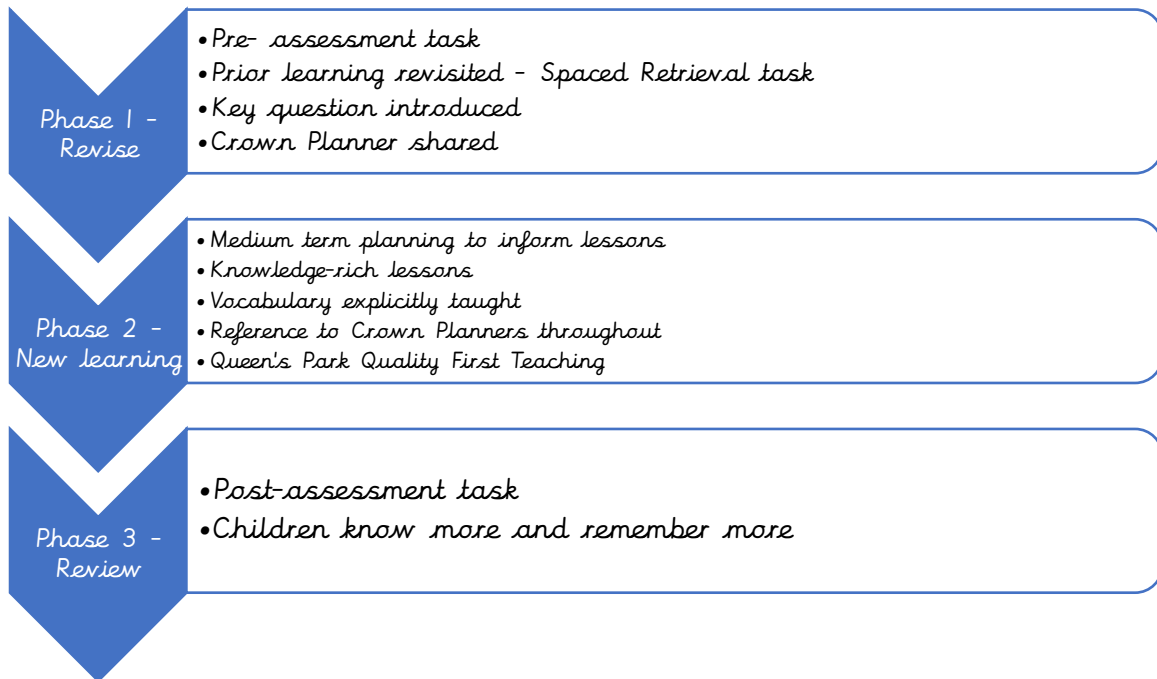
Both our staff and children are enthusiastic about *history*. Through ongoing CPD, we strive to ensure our teachers have *expert knowledge of the history they teach*. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled,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

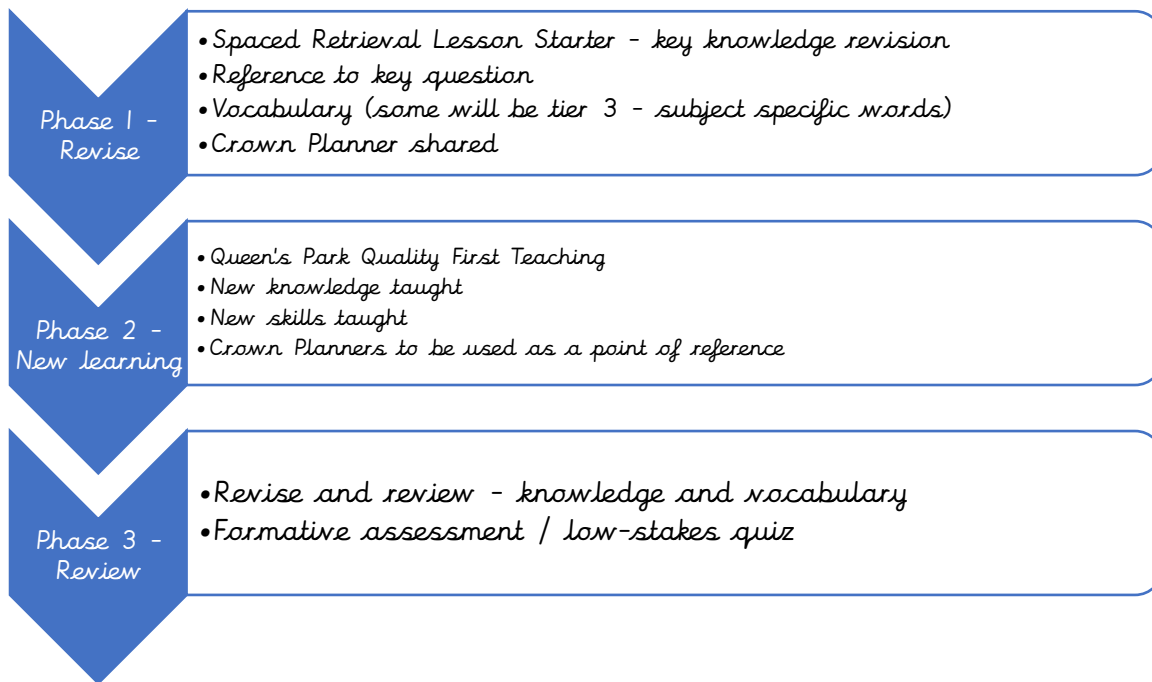
We firmly believe that all children should have full access, including those with additional needs, to our history curriculum therefore lessons are scaffolded where appropriate in order to meet the needs of all our children

# 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.



# 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: British History - Stone Age, Bronze Age & Iron Age

Year group: 3		Subject: History		Term: Spring term																											
<p style="text-align: center;"><b>WOW/Starting Question:</b>  <i>When do you think it was better to live, stone age, bronze age or iron age?</i></p>		 <p style="text-align: center;"><b>CROWN CURRICULUM</b></p> <p style="text-align: center;">Cross curricular links –  <b>Experience Day – Den Building</b>  <b>Geography – Counties: Wiltshire (Stonehenge)</b>  <b>Art – Prehistoric Art - Cave painting</b></p>		<p>Hours: 6 hours teaching time (approximately)</p> <p><b>Powerful Knowledge</b></p> <ul style="list-style-type: none"> <li>The Stone Age is divided into three periods: Palaeolithic: 30,000 BC - 10,000 BC, Mesolithic: 10,000BC - 8,000BC; Neolithic: 8000BC - 3000BC</li> <li>Homo Habilis (skilled man) was the first human to use stone to make tools (hunter-gatherers).</li> <li>To know that the first man was known as a hunter gatherer.</li> <li>To know that Stonehenge is prehistoric monument, built about 5,000 years ago</li> <li>The Stone Age people were nomads but then became settlers.</li> <li>The Bronze Age period was 3000 BC - 800BC</li> <li>The Iron Age period in Britain was 800BC -43AD (Roman invasion).</li> </ul>																											
<p><b>Key vocabulary:</b></p> <table border="1"> <tr> <td>Hunter-gatherer (noun)</td> <td>People live by hunting, fishing and gathering wild fruit.</td> </tr> <tr> <td>century (noun)</td> <td>A century is any period of a hundred years.</td> </tr> <tr> <td>dwelling / settlement (noun)</td> <td>a place where someone lives.</td> </tr> <tr> <td>Stonehenge (Proper noun)</td> <td>a famous stone age monument in Wiltshire.</td> </tr> <tr> <td>nomadic (adjective)</td> <td>if someone has a nomadic way of life, they travel from place to place and do not have a settled home.</td> </tr> <tr> <td>civilisation (noun)</td> <td>A group that lived during a period of time long ago.</td> </tr> <tr> <td>Skara Brae (Proper noun)</td> <td>a Neolithic village in NE Scotland, in the Orkney.</td> </tr> </table> <p>The stone "Flint" was most commonly used to make the stone tools in the stone age.</p>  				Hunter-gatherer (noun)	People live by hunting, fishing and gathering wild fruit.	century (noun)	A century is any period of a hundred years.	dwelling / settlement (noun)	a place where someone lives.	Stonehenge (Proper noun)	a famous stone age monument in Wiltshire.	nomadic (adjective)	if someone has a nomadic way of life, they travel from place to place and do not have a settled home.	civilisation (noun)	A group that lived during a period of time long ago.	Skara Brae (Proper noun)	a Neolithic village in NE Scotland, in the Orkney.	  <table style="width: 100%; text-align: center;"> <tr> <td>25 MILLION YEARS</td> <td>10000 YEARS AGO</td> <td>10000 YEARS AGO</td> </tr> <tr> <td><b>PALEOLITHIC</b></td> <td><b>MESOLITHIC</b></td> <td><b>NEOLITHIC</b></td> </tr> <tr> <td>OR</td> <td>OR</td> <td>OR</td> </tr> <tr> <td>OLD STONE AGE</td> <td>MIDDLE STONE AGE</td> <td>NEW STONE AGE</td> </tr> </table> 		25 MILLION YEARS	10000 YEARS AGO	10000 YEARS AGO	<b>PALEOLITHIC</b>	<b>MESOLITHIC</b>	<b>NEOLITHIC</b>	OR	OR	OR	OLD STONE AGE	MIDDLE STONE AGE	NEW STONE AGE
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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.

*#EverythingIsPossible*

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