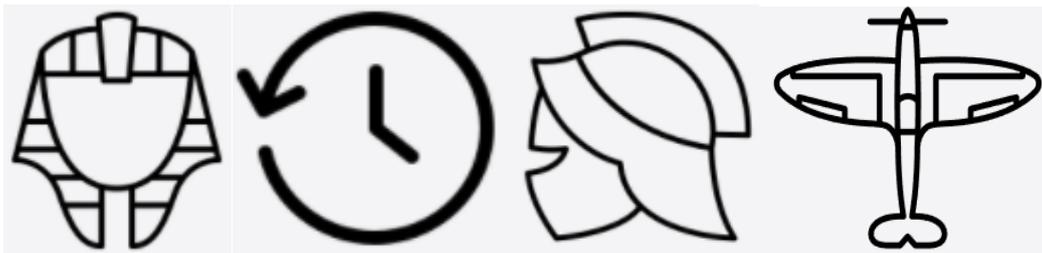




History



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'.*

Spirituality at Queen's Park

The spiritual development of our children is a priority across all areas of the curriculum. At Queen's Park CE/URC Primary School, we define spirituality as connecting with ourselves, others, the world and God, through whom, everything is possible (Matthew 19:26).

We explore spirituality through our Spiritual Capacities (our Spiritual C's) which are curiosity, creativity, compassion, captivation, consciousness, being courageous contributors and having opportunities to contemplate.

We understand the importance of both planned and spontaneous opportunities in all aspects of our CROWN Curriculum. This is evidenced in our class reflections book, through 'spirituality in the spotlight' and through speaking to our children.

Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



kNnowledge

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

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**

#EverythingIsPossible

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 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



For with God, everything is possible (Matthew 19:26)
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			
Year Group	Autumn	Spring	Summer
NC History strand	Local History	British History	Ancient History
EYFS	My Family Tree	Tiger Who Came to Tea	What Did the Tree See?
Year One	Local History George Stephenson and the Rainhill Trials	Changes within living memory	The Wright Brothers
Year Two	Local History Samuel Taylor	Queens over time British History	Great Fire of London
Year Three	Local History Lilly Parr	Stone Age, Bronze Age, Iron Age (Computing strand taught here – Digital media)	Ancient Egypt
Year Four	Local History Thomas Beecham (Computing strand- creating media)	Roman Britain (Computing strand – creating media)	Ancient Greece
Year Five	Local History Sir David Gamble	Anglo Saxon and Viking Britain	Ancient Mayans
Year Six	Local History WW1 PALS	WW2 and its effect on Britain	

#EverythingIsPossible

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.**

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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

Together, we believe, achieve and enjoy



Oracy is a fundamental pillar of our curriculum and underpins all learning. We recognise that strong communication and language skills are essential foundations for pupils' success across the curriculum and in later life. From the earliest years, children are taught to listen attentively, speak clearly, and express their ideas with confidence, using a rich and ambitious vocabulary.

Our curriculum places a strong emphasis on developing oracy through structured talk, discussion, and purposeful opportunities to articulate thinking. By embedding high-quality talk across all subjects, we enable pupils to deepen understanding, build knowledge, and make connections in their learning. Strong foundations in oracy support pupils' reading and

writing development, enhance engagement, and ensure all children, including those who may experience language barriers, can access the full curriculum.

As a result, pupils become confident communicators who can explain their thinking, collaborate effectively with others, and engage thoughtfully with the world around them.

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](#).

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



Inclusion through adaptive teaching

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

At Queen's Park, we implement an adaptive teaching approach to ensure that all learners engage in meaningful, challenging, and achievable learning experiences. Our strategy is informed by the Education Endowment Foundation (EEF) research on adaptive teaching, emphasising high expectations, scaffolded support, and responsive adjustments to meet the needs of all pupils. We ensure effective, early identification of any additional barriers to learning, inclusive of but not restricted to Special Educational Needs, Pupil Premium and EAL. Adaptive teaching is essential to our quality first teaching offer as part of our graduated response.

Our Approach: 80% Proactive, 20% Reactive

We recognise that effective adaptive teaching is most successful when it is intentionally planned in advance (proactive) while also allowing for real-time adjustments (reactive) based on pupil responses and progress. Our model ensures:

80% Proactive Adaptive Teaching: Teachers anticipate and plan for diverse learning needs by designing lessons that provide challenge while being accessible to all. This includes the following:

- Carefully structured tasks that encourage all learners to think hard but remain achievable with time, effort, and support.
- Scaffolded instruction, including modelling, worked examples, and guided practice.
- Strategic use of questioning to check understanding and deepen learning.
- Use of visuals and concrete resources to support learning.
- Scaffolded tasks that enable all children to access the curriculum without lowering expectations.
- Planned opportunities for retrieval throughout the curriculum and where appropriate planned opportunities for pre-teach of new learning.
- Use of accessibility features on iPads to support learning tasks or use of ICT to provide further scaffolding.

- Where necessary, a modified curriculum to ensure full curriculum entitlement for children who are working below the age-related expectations as identified on the SEND register.

20% Reactive Adaptive Teaching: Teachers remain responsive during lessons, adapting in the moment to ensure all learners stay engaged and make progress. This includes:

- Making in-the-moment adjustments, such as providing additional explanations, breaking down tasks further, or offering immediate feedback.
- Using formative assessment strategies to identify and address misconceptions as they arise.
- Adjusting levels of support, such as peer collaboration, teacher intervention, or additional scaffolding, based on pupil responses.

Our pedagogy around adaptive teaching is based on our Crown Curriculum principles:

Challenge

We ensure that all learners engage in thinking hard about their learning while accessing tasks that are **achievable with time, effort, and support**. We do not lower expectations or simplify content unnecessarily; instead, we provide the right scaffolds and strategies to enable all pupils to **meet ambitious learning goals**.

Resilience

We ensure that all learners develop the ability to embrace mistakes as part of learning and take ownership of their progress. We recognize that resilience is not just a personal trait but a skill that can be developed through carefully structured learning experiences.

Opportunities

Our adaptive teaching strategy is designed to **provide every learner with opportunities to succeed and raise their aspirations**. We believe that every child, regardless of their starting point, should have access to a **rich, challenging, and supportive curriculum** that enables them to achieve success now and in their futures.

Wellbeing

Our adaptive teaching strategy is designed not only to support academic success but also to **prioritize pupil wellbeing**. We recognize that effective learning happens when children feel **safe, valued, and supported** and our approach ensures that every pupil can engage with challenge and make progress without feeling overwhelmed. By embedding wellbeing into our teaching practices, we create a learning environment where all children thrive and feel personal success.

kNowledge

Our adaptive teaching strategy prioritises learning through knowledge acquisition. By tailoring instruction to meet diverse learners' needs, we facilitate deeper engagement with the curriculum.

Digital Strategy

For with God, everything is possible: Empowering Learners for a Global Future

At our school, we believe that with God, everything is possible. We create a caring and exciting learning environment where children are encouraged to be curious, confident, and to believe in themselves.

We use digital technology to help children learn, explore, and prepare for the world around them. By using technology in positive and meaningful ways, we help our children become confident learners who are ready for life in an increasingly digital world.

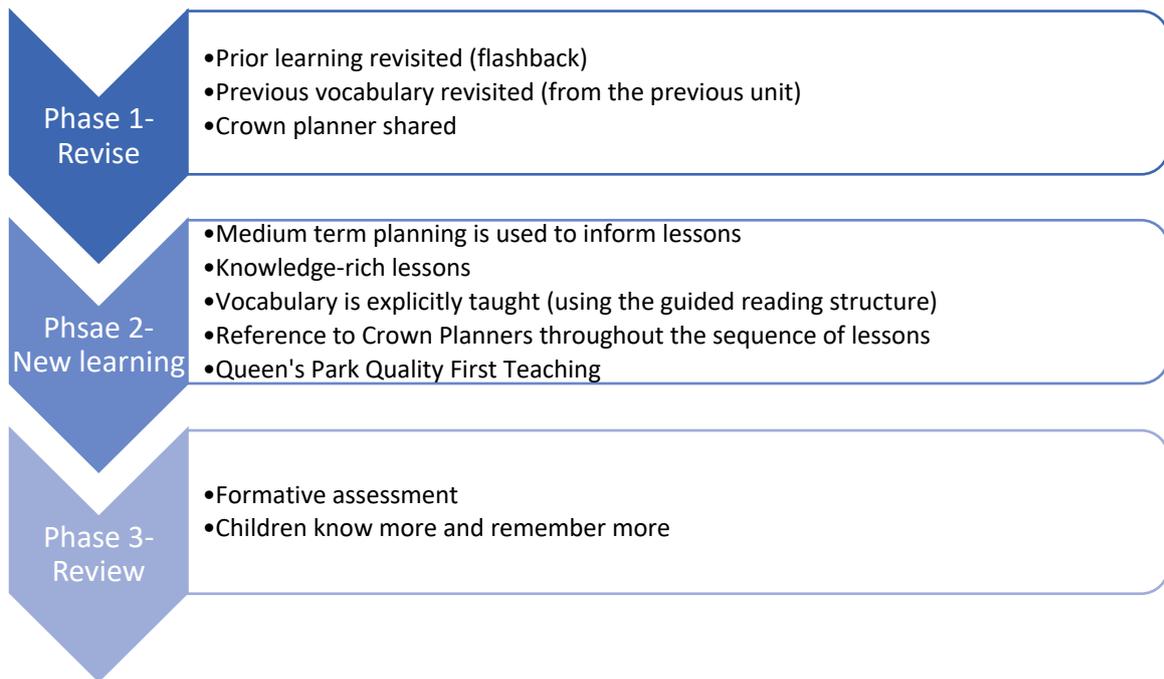
We teach our children how to use technology safely, responsibly, and kindly. This helps them grow into respectful digital citizens who understand how to make good choices online and treat others with care.

Our aim is to give every child the skills they need for the future. Technology supports our teaching, helping us to personalise learning and provide extra support where needed. It is always used to enhance learning and never replaces high-quality teaching or the important relationships between teachers and children.

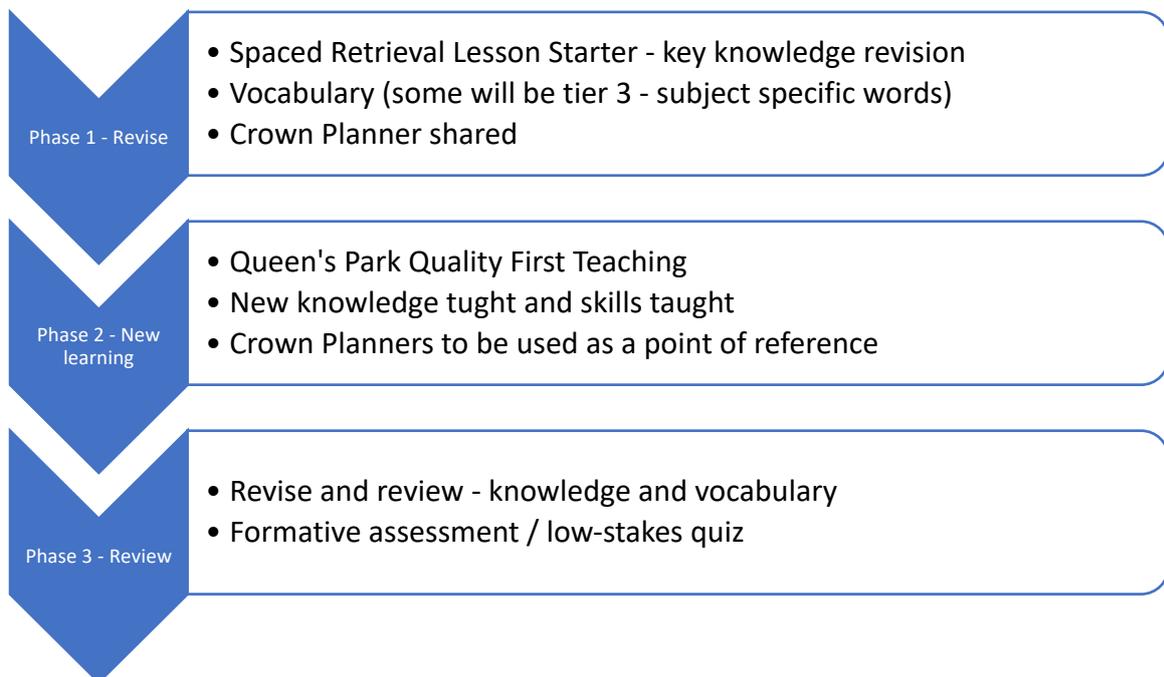
We also use technology to make learning accessible for all children, supporting different learning needs and helping every child to find their voice. By building confidence, communication skills, and independence, we prepare our children to become lifelong learners who are ready to face future challenges.

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 Six - Local History		Subject: History	Key knowledge
Who were the St Helens Pals?		  <p>St Helens PALS</p>	<ol style="list-style-type: none"> To know the dates of the Great War: 28 July 1914 - 11 November 1918 To know how the Pals were formed by Lord Derby with more than 1000 men from St Helens. I know that Lord Derby met with Lord Kitchener and requested he created a Battalion from Merseyside - an advert was put in the newspaper. To know the battalion trained in Bangor, Greenham and Larkhill. To know they landed in France on 6 November 1915 to participate in the Great War   
Key vocabulary:			
Battalion (noun) <i>battal-ee-on</i>	a large body of troops ready for battle, especially an infantry unit forming part of a brigade. 		
Lord (noun) <i>lord</i>	a man of noble rank or high office; a nobleman. 		
trenches (noun) <i>trench-eez</i>	a system of excavations used for the protection of troops. 		
barracks (noun) <i>bar-racks</i>	a large building or group of buildings used to house soldiers. 		
military (noun) <i>milt-ee-ree</i>	The armed forces of a country. 		
enlist (verb) <i>en-list</i>	If someone enlists or is enlisted, they join the army, navy, marines, or air force. 		
source (noun) <i>source</i>	A source is something that provides information. 		

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