History Policy on a Page:

Curriculum Intent:

Our History curriculum builds pupils' knowledge and skills sequentially and cumulatively through the Opening Worlds programme. It provides a carefully structured exploration of British and world history, from ancient civilisations to the modern era.
Pupils develop secure historical knowledge, rich vocabulary and key disciplinary skills, including understanding causation, continuity and change, and historical interpretations. This connected approach inspires curiosity and fosters a lifelong love of history.

Curriculum Vision:

Grounded in a consistent pedagogical approach, our History curriculum uses explicit instruction, retrieval practice and storytelling to bring the past to life.
Through the carefully sequenced Opening Worlds programme, pupils build knowledge and skills cumulatively, exploring a broad range of British and world history, from ancient civilisations to the modern era.
Pupils develop secure historical knowledge, disciplinary thinking and rich vocabulary, making meaningful connections across time and place. This approach fosters curiosity, critical thinking and a lifelong love of History.

Curriculum Sequencing:

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Our History curriculum is carefully sequenced from EYFS to Year 6, building knowledge progressively and establishing strong foundations in historical understanding.
In EYFS, engaging enquiries such as Changes to Life in Britain, Kings and Queens and Inventors spark curiosity and introduce key historical concepts.
In KS1, pupils build on this through the study of significant individuals and events, in line with the National Curriculum.
In KS2, Opening Worlds provides a structured journey through British and world history, from ancient civilisations to the modern era.
This cumulative approach deepens historical knowledge, develops disciplinary skills and enables pupils to make meaningful connections across time and place.

Curriculum Progression:

Our History curriculum is carefully sequenced to ensure pupils 'know more, remember more and can do more'. From EYFS, pupils develop foundations in key concepts such as past, present and change, with more complex concepts, including empire and monarchy, introduced from Year 2. Each year includes at least one British and one world history unit, sequenced according to cognitive demand.
Through Opening Worlds in KS2, knowledge is regularly revisited and deepened through retrieval practice and active learning. Pupils progressively develop disciplinary skills, including source analysis and critical thinking, enabling them to question, interpret and think like historians.

Joyful Readers

Reading is at the heart of our History curriculum, nurturing a love of reading through rich, meaningful texts that bring the past to life.
In KS1, our carefully selected History Reading Spine features one core text per term, providing the 'big picture', exploring complex ideas and enriching vocabulary. Texts are shared, explored and discussed to deepen understanding.
Through Opening Worlds in KS2, pupils engage with historical narratives, accounts and primary sources to develop historical knowledge and strengthen reading skills, including comprehension and analysis.
Reading is embedded throughout the curriculum, building vocabulary, curiosity and a lasting connection with history.

EYFS As the Bedrock:

In EYFS, History is introduced through the Early Learning Goal Understanding the World, with a focus on Past and Present. Children begin to explore time, change, significant people and events, laying the foundations for historical understanding.

Learning is underpinned by the Characteristics of Effective Learning:
Playing and Exploring: Investigating the past through curiosity and discovery.
Active Learning: Developing persistence and enjoyment through engaging experiences.
Creating and Thinking Critically: Making connections, asking questions and thinking about the past.

Learning is centred around three key enquiries: Changes to Life in Britain, Kings and Queens and Inventors. Outlined in the EYFS Knowledge Planner, these enquiries spark curiosity, develop early historical thinking and prepare children for more structured learning in KS1 and beyond.

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Strong Foundations:

Strong foundations in History are established through the carefully sequenced Opening Worlds curriculum, beginning in EYFS and KS1 with key concepts such as past, present and change. Through engaging enquiries, including Changes to Life in Britain, Kings and Queens and Inventors, pupils develop an early understanding of the past and begin to think like historians. As pupils progress, knowledge and skills are built cumulatively through explicit teaching, storytelling and regular retrieval practice. Pupils explore a broad range of British and world history, developing their historical knowledge, critical thinking and disciplinary understanding. They grow in confidence as young historians, equipped with a rich historical vocabulary and an appreciation of different cultures, perspectives and the world around them.

Inclusive Practice - Meeting the Needs of all learners:

Our carefully planned History curriculum supports pupils to develop metacognitive skills and access learning at an appropriate level of challenge. Knowledge organisers provide a consistent reference point to support learning, deepen understanding and strengthen independent retrieval. Teaching is adapted to meet individual needs through appropriate scaffolding, additional support, pre-teaching and targeted interventions, ensuring all pupils can access and retain essential historical knowledge.

To prioritise the most important knowledge and reduce cognitive overload, our Historical Stories identify the essential knowledge that all pupils need to know and remember to progress successfully to the next stage of their education. Chapter breakdowns provide a clear sequence of this essential knowledge, supporting cumulative learning and ensuring pupils build secure foundations for future learning. Historical Stories also provide an accessible route into the curriculum for pupils with Special Educational Needs and Disabilities (SEND) who may be unable to access aspects of their current year group's learning.

In line with the LDST Quality First Teacher Toolkit and the Education Endowment Foundation's (EEF) recommendations for adaptive teaching, we use a range of approaches to meet the needs of all learners. These include explicit instruction, cognitive strategies, scaffolding, flexible grouping and appropriate use of technology, ensuring that every pupil is supported and challenged to achieve their potential.

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:

Educational Visits: Trips and local visits bring classroom learning to life through real historical places and events.

Artefact Exploration: Opportunities to handle and investigate historical artefacts, developing curiosity and understanding of the past.

National Events: Exploring and celebrating events such as Bonfire Night and St George's Day to develop an understanding of British heritage and culture.

Enrichment Opportunities: Online workshops and webinars, including Remembrance Day activities, broaden historical knowledge and cultural awareness.

Journey Drivers



Staff CPD:

Our History curriculum is adapted to meet the needs of our school community through the Opening Worlds approach, supporting and strengthening staff subject knowledge. Consistent knowledge planners equip teachers with the knowledge and confidence to deliver high-quality lessons.

All teaching staff have received Opening Worlds CPD from School Improvement Liverpool, focusing on identified areas for development, including chronology, timelines and links to mathematical understanding.

The History subject leader participates in the LDST History Curriculum Network, supported by School Improvement Liverpool, ensuring curriculum updates and best practice are shared with staff to support ongoing professional development and subject knowledge.

Assessment:

Assessment is consistent across all year groups, tracking progress in substantive and disciplinary knowledge through:

Pre and Post Assessments: Including Vital Vocabulary Assessments.

Retrieval Practice: Every lesson, with three activities evidenced per topic.

Exit Tasks: Practical assessment of historical knowledge and enquiry.

Assessment Judgements: Emerging, expected or exceeding, using bespoke statements.

Recording Progress: Class teacher assessment sheets and termly snapshots.

Monitoring and Moderation: Termly subject leader reports and moderation of judgements.