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| **Holy Trinity C of E Primary School**  **School Improvement 2022-23** | | | | | | | |
| **Subject** | **History** | | | | | | |
| **Staff** | **Mrs Jade Watson** | | | | | | |
| **Strategic Subject Intent** | | | **Intended Impact** | | | | |
| From EYFS-Y6 aim to provide a high-quality Historical education so that all children are able to:   * use artefacts, replicas and sources to create **evidence** about the past; * understand **chronology** within and across time periods, the lives of significant people and significant events in British and world history to develop an understanding of **continuity** and **change**; * understand the reasons behind **continuity** and **change**; * use higher order thinking skills to reflect upon and analyse the **significance** of achievements within a time period or significant person’s life.   History in the **Foundation Stage** is taught indirectly through 'Understanding the World' in themes such as ourselves and festivals. In EYFS the children develop a chronological framework to help children understand where they and significant people and events sit in time by:   * Making the most of children’s desire to make sense of their own place in history; * Exploring the lives of people who are familiar to them, comparing similarities and differences; * Introducing them to well-known historical figures and events both within and beyond living memory; * Promoting children’s curiosity about people and events within and beyond their living memory; * Exploring historical information and artefacts to ask questions and draw conclusions.   History is essential to develop knowledge and understanding about the **past to modern day** life. With this in mind, the purpose of History at Holy Trinity is to develop **coherent, chronological** knowledge and understandingof **British** and **world history.** It aims to develop children’s understanding of **significant** **people**, **events** and **countries** that have shaped world history**,** developed through the use of a range of **historical sources**. Within History, skills and knowledge are revisited and applied **cross-curricular**, such as in English. This also supports children by providing them with more **experience** and increasing knowledge of **curriculum vocabulary** and ensure that children **remember** and use a **wider vocabulary base** to think like historians. | | | * Children will show awareness and curiosity for the wonder of the historical world around them. * Throughout KS1 and KS2, children will have an increased knowledge of the history linked to their local area: Seaton Carew and Hartlepool (Bombardments). * Children in KS1 will continue to develop a coherent and chronological knowledge and understanding of significant people, events and countries that have shaped British History following the new curriculum developed by coordinators. * Children in KS2 will continue to develop a coherent and chronological knowledge and understanding of significant people, events and countries that have shaped British and World History following the new curriculum developed by coordinators. * Children will have the confidence to use a range of historical sources to suggest ideas, build evidence and deepen their understanding of historical vocabulary and concepts within lessons. * Children continue apply their subject-specific vocabulary when reading and writing (historical literacy). * Children have an increased understanding of History topics due to use of artefacts to support teaching. * An improvement in children’s cultural capital through experiences such as short stories from the History Through Stories book, trips, WOW days, visitors, exploring the local area etc. | | | | |
| **Subject Implementation** | | | | **RAG** | | | **Comments** |
| **Autumn** | **Spring** | **Summer** |
| To continue to create a bank of artefacts/replicas in the History resource boxes for all year groups from EYFS-Y6. *(Across the year)* | | | |  |  |  | Ongoing. Boxes have been created and there are lots of resources but we need resources to support each topic. Continue to grow the bank of resources. |
| To use books/novels within the English curriculum to support teaching of topics in History. *(Across the year)* | | | |  |  |  | Ongoing. Meet with English Lead when back from maternity leave to look at other opportunities. Some discussion had but not decided upon. |
| To finalise the substantive knowledge document so that the curriculum has inter-weaving concepts that tie the curriculum together across school. ‘The golden thread’. *(Spring)* | | | |  |  |  | Golden thread is now ‘chronology’. However, the substantive knowledge needs to be developed so that children see different viewpoints of different topics – eg from an economical viewpoint or a political viewpoint. |
| To share the substantive knowledge document with all staff to make teaching more focused, with foundations of knowledge built up and developed as children progress through school. *(Across the year)* | | | |  |  |  | After speaking with Anne Vernon, continue to develop these next year. |
| To ensure all staff teach historical topics in chronological order*. (Across the year)* | | | |  |  |  | Ongoing. Evidence seen in books and discussions. |
| To embed prior knowledge before each new unit. *(Across the year)* | | | |  |  |  | Ongoing. Spoke to staff about making sure they teach a prior knowledge lesson to address misconceptions, support children who didn’t previously meet outcomes and generally recap. This is happening but need to see evidence of these lessons in book. |
| To create timelines across KS1and KS2 to support children in their chronological knowledge *(Autumn)* | | | |  |  |  | Timelines completed and shared with staff. |
| To ensure staff are teaching Black History Month across school and create a display of work. *(Autumn)* | | | |  |  |  | BHM was taught across school. Each class created a piece of work to go onto a hall display where children could share their knowledge with others. Children looked at people who they knew/heard of or they could relate to. |
| To ensure that staff teach outcome objectives in order, as they appear on the year group outcome sheets. *(Across the year)* | | | |  |  |  | Ongoing. Complete book scrutiny in Spring. Staff are teaching in order as they appear. |
| To ensure teaching of History concepts with specific vocabulary use is a focus for all teaching and consistent across school. *(Across the year)* | | | |  |  |  | Ongoing.  Evidence of vocabulary seen in book and in pupil voice. |
| Ensure curriculum documents and LTP are up to date with EYFS. *(Autumn)* | | | |  |  |  | LTP is up to date with EYFS changes. |
| To support new staff with History curriculum. *(Autumn)* | | | |  |  |  | Ongoing. Staff are teaching from LTP and MTP. So far, there have been no issues with this. |
| Create new assessment system that is effective but manageable. *(Spring)* | | | |  |  |  | Ongoing. We have briefly discussed this as a staff and agreed on it being priority in the Spring. Created simple system that does not add to staff workload. Shared this with staff. |
| **Funding & Resources** | | **Cost (Time & Money)** | | | **Links to Academy Council** | | |
| Artefacts required | | Money for new artefacts  Time to review curriculum documents | | | ? | | |
| **Evaluation** | | | | | | | |
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