|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Holy Trinity C of E Primary School**  **School Improvement 2025 - 2026** | | | | | | | | | |
| **Subject** | **History** | | | | | | | | |
| **Staff** | **Mrs Laura Bull** | | | | | | | | |
| **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** | | | **Linked personnel** | | **RAG** | | | | **Comments** |
| **Autumn** | **Spring** | | **Summer** |
| To carry out an audit with staff of artefacts/replicas in the History resource boxes. Organise topic boxes to accompany each topic across school EYFS -Y6.  *(By the end of the year)* | | | All staff | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| To celebrate and raise the profile of Black History Month in October *(Autumn)* | | | All staff | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| To review and update the history policy and ensure it is uploaded to our website.  *(Autumn)* | | |  | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| To develop a specific vocabulary progression document that links with substantive knowledge blocks *(Autumn)* | | | LB | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| To ensure History concepts are mapped out carefully on the long-term plan. *(Autumn)* | | | LB | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| To work with staff to review topics on the long-term plan and create focused objectives for each unit plan. *(By the end of the year)*  *What are working well? Can staff share their lessons focus to tighten the unit.* | | | All staff | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| **Funding & Resources** | | **Cost (Time & Money)** | | | | | **Links to Academy Council** | | |
| |  |  | | --- | --- | |  |  | | | | | | | | Mrs Helen Stuart | | |
| **Evaluation** | | | | | | | | | |
|  | | | | | | | | | |