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**History Policy**

Review Date: September 2025

Next Review Date: September 2027

Leader: Laura Bull

Link Academy Councillor: Helen Stuart

**Our School Vision**

*‘Love your neighbour as yourself.’*

*Matthew 22:36-40 “Teacher, which is the greatest commandment in the Law?” Jesus replied: “Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself.”*

At Holy Trinity, positive, caring relationships are the foundation of our school community, woven through everything we do. In our school, everyone is valued and learns to value one another. Children, staff, and families are recognised and celebrated as unique individuals — each one loved, supported, and respected for who they are. Jesus’ teaching supports us to see the value in others, to be compassionate and to create an environment where everyone can flourish and achieve their full potential.

We recognise that our school community is part of a larger, diverse world, and we are committed to fostering an environment that is welcoming, inclusive, and accepting of all. At Holy Trinity, we nurture curious and motivated learners who take joy in discovery as they explore the world around them. We encourage our pupils develop into *responsible* global neighbours who *respect*, appreciate, and embrace the differences that make each of us unique.

We support our Holy Trinity family to flourish by nurturing their spiritual journey through:

* **Looking in** with self-reflection,to love and value themselves as a unique child of God with self-respect and honesty.
* **Looking out** with compassion and service to seek justice, peace, and care for all people and the planet we share.
* **Looking up** with wonder and gratitude. We consider being a part of something greater than ourselves by taking time to pray, reflect, and be still.

**Our school values:**

***Respect* – The Parable of the Good Samaritan**

Luke 10:25-37 teaches that compassion, and neighbourly love should be extended to everyone, irrespective of background or perceived differences.

***Community* – The Parable of the Lost Sheep**

Matthew 18: 10–14 teaches us the importance of community and belonging. God, like the shepherd, desires for all to be part of the flock, experiencing the joy of being connected and cared for.

***Responsibility* – The Parable of Jesus feeding the 5000**

John 6.1-13 teaches us that Jesus notices and cares about the everyday needs of all people.

By fostering an inclusive community and working in partnership with Durham and Newcastle Diocesan Learning Trust and the Church of England, we are empowering our children to live full lives, reaching their potential and helping others to do the same. Through our spiritual development and our commitment to these Christian values, we encourage children to not only see the world through a broader lens but also actively contribute to making it a more inclusive and compassionate place. Our school is a place where *respect*, *community*, and *responsibility* guide our actions and help us live out the teaching to *love our neighbour as ourselves.*

Durham and Newcastle Diocesan Learning Trust’s vision**: "Every child matters and no child is ever left behind..."**

The Church of England vision: **"Live life to its fullness."**

**Vision**

At Holy Trinity C of E Primary School, our vision for History is to inspire a **positive attitude towards the past**, nurturing **curiosity**, **critical thinking**, and a **strong sense of identity**. Through a rich and engaging curriculum, we aim for pupils to:

* Develop an appreciation and curiosity for the past.
* Understand their place in the world within the long story of human development.
* Build a secure chronological understanding of British and world history.
* Gain cultural and historical knowledge through enquiry and evidence-based learning.
* Ask and answer questions, collect and analyse data, and think critically and systematically.
* Use accurate historical vocabulary to communicate effectively.
* Recognise how interpretations of the past have shaped identities of diverse groups, people, and nations.
* Develop knowledge of how historians investigate the past and understand that History is dynamic and open to interpretation.
* By the end of Key Stage 2, have a developed chronological framework of British, local and world history, and the ability to describe, analyse, evaluate and explain change and causation.

**Aims**

To achieve this vision and ensure consistently high standards of History teaching, we aim to:

* Keep curriculum provision up to date with government policy and evidence-based research.
* Adapt the curriculum to meet the changing needs of pupils.
* Foster a growth mindset and develop pupils’ confidence through an “I can do” culture.
* Provide meaningful opportunities for first-hand experiences with artefacts and replicas.
* Offer a wide range of historical sources (e.g. diaries, images, artefacts, stories) to explore how our understanding of the past is constructed.
* Personalise learning through rigorous assessment for learning and purposeful use of ICT.
* Provide a curriculum that challenges pupils beyond National Curriculum expectations, supported within the MAT.
* Embed meaningful, experiential learning to deepen understanding of key historical concepts: evidence, cause and consequence, significance, continuity and change.
* Ensure pupils acquire the skills and knowledge to ask perceptive questions, collect and analyse data, draw conclusions, and make historical hypotheses.

**Purpose of Study**

A high-quality History education helps pupils gain a **coherent knowledge and understanding of Britain’s past and the wider world**, inspiring curiosity to know more. Teaching equips pupils to:

* Ask perceptive questions and think critically.
* Weigh evidence and sift arguments.
* Develop perspective, judgement, and an understanding of complexity, diversity, change and identity over time.

**Curriculum Structure**

***National Curriculum Framework***

Our History curriculum follows the **National Curriculum**. All pupils will:

* Know and understand British history as a chronological narrative.
* Learn significant aspects of world history, including ancient civilisations, empires and societies.
* Gain understanding of abstract historical terms (e.g. empire, civilisation).
* Understand historical concepts such as continuity, change, cause, consequence, similarity, difference and significance.
* Learn methods of historical enquiry and how evidence is used to construct historical arguments.
* Gain perspective by connecting local, national and international histories across timescales.

***Curriculum Design***

Our curriculum builds knowledge logically over time.

* **Substantive knowledge** (content) includes key topics such as trade, monarchy and war.
* **Disciplinary knowledge** (skills) focuses on enquiry, interpretation and evidence.
* **History models** (conceptual threads)—evidence, cause and consequence, significance, continuity and change—run through all year groups to support progression, vocabulary development and deeper conceptual understanding.
* Timelines are used throughout KS1 and KS2 to build a secure “mental timeline”, supporting coherence and contextual understanding.

**Teaching and Learning**

***Approaches***

* Complex concepts are broken into manageable chunks, with increasing complexity over time.
* Lessons follow an enquiry-led model: formulating questions, gathering information and drawing conclusions.
* Planning is informed by pupil needs, prior learning, and ongoing assessment.
* All children access a broad and balanced History curriculum, following personalised year group outcomes derived from and extending the National Curriculum.
* Retrieval practice is embedded in each lesson to strengthen long-term memory.
* A range of sources is used to develop hypotheses and deepen understanding.

***Within Lessons***

* Prior learning is revisited to support progression.
* Lessons are challenging, experiential and inclusive.
* Key vocabulary, learning outcomes and success criteria are shared explicitly.
* Children are active participants, working independently, in pairs and in groups.
* Teachers use effective questioning to deepen thinking.
* Targeted support and interventions are provided where appropriate.

**Planning and Assessment**

***Planning***

Planning occurs at three levels:

* **Long-term**: Sequential coverage across year groups, ensuring logical progression.
* **Medium-term**: Key objectives, skills, knowledge, and timelines.
* **Short-term**: Specific learning objectives (substantive and disciplinary), vocabulary, differentiation, success criteria, and evaluation.

EYFS follows the Statutory Framework (2021) and Development Matters, focusing on ELGs.

***Assessment***

Teachers assess pupils against key knowledge blocks at the end of each unit using a curriculum assessment tool. Evidence is gathered through:

* Pupil discussion and questioning
* Observation during activities
* Work scrutiny and feedback sheets
* Planning evaluations
* End-of-unit review lessons

***Tracking Progress***

Progress is tracked using teacher assessment against four history models: planning and design, cause and effect, change, and location/place. This informs reporting to parents, including targets for the following year.

**Resources**

* History resources are centrally stored and regularly maintained.
* Additional artefacts and resources can be sourced through local museums.
* Teachers are responsible for requesting topic-specific resources in advance.

**Cross-Curricular Links**

History teaching supports and is enriched by other subjects:

* **Maths** – timelines, data handling, chronology.
* **English** – reading historical texts, writing explanations, vocabulary development.
* **Computing** – research and presentation.
* **RE & Science** – linking concepts to historical contexts and timelines.

**Subject Leadership**

The History Subject Leader will:

* Communicate and champion the vision for History.
* Maintain and update curriculum documentation and resources.
* Monitor planning, teaching and outcomes through book looks, learning walks and pupil voice.
* Support professional development and share best practice.
* Report regularly to governors and senior leadership on standards and impact.

**Governance**

A named Academy Councillor is linked to History and meets termly with the subject leader to monitor and evaluate provision and impact.

**Review**

This policy will be reviewed every **two years** by the History Subject Leader, in consultation with staff and governors.