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| **Holy Trinity C of E Primary School**  **School Improvement 2024-25** | | | | | | | | | |
| **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** | | | **Linked personnel** | | **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. (By the end of the academic year – whole school) | | | All staff | |  |  | |  | **Autumn**  All classes received new books linked to their topics to help with sticky knowledge.  Ongoing throughout the year.  **Spring**  **Summer** |
| To celebrate and raise the profile of Black History Month in October (Autumn term) | | | All staff | |  |  | |  | **Autumn**  All classes learnt about ‘Reclaiming the Narrative’ and produced a whole school display in the hall  **Spring**  **Summer** |
| 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. (Autumn staff meeting) | | | JW | |  |  | |  | **Autumn**  Shared substantive knowledge document and allowed staff tome to look through it.  Check in with staff in Spring to make sure they understand it and it is being used.  **Spring**  **Summer** |
| To develop a specific vocabulary progression document that links with substantive knowledge blocks (Autumn and Spring 1 –a day supply) | | | JW | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| To ensure teaching of History concepts with specific vocabulary use is a focus for all teaching and consistent across school. (End of Summer term – whole school) | | | All staff | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| Ensure prior learning lessons before each new topic are evidenced in books so that children are accessing the ‘spiral’ curriculum to reinforce learning. (Autumn term staff meeting – termly monitoring/pupil voice/observation drop ins) | | | All staff | |  |  | |  | **Autumn**  Discussed the impact and importance of this in staff meetings but this needs to be monitored in books in the Spring.  **Spring**  **Summer** |
| Ensure staff are teaching the 5 minute ‘retrieval’ part of the lesson in every history lesson around timelines/chronology to support children’s understanding of this. (Autumn term staff meeting – Spring/Summer lesson drop ins, half a day release £65) | | | All staff | |  |  | |  | **Autumn**  Discussed the impact and importance of this in staff meetings but this needs to be monitored in the Spring.  **Spring**  **Summer** |
| To review and refine the KS1 topic units and the terms in which they are taught. (Autumn -Staff meeting) | | | JW/SB/LB | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| **Funding & Resources** | | **Cost (Time & Money)** | | | | | **Links to Academy Council** | | |
| |  |  | | --- | --- | | Artefacts | Money for new artefacts - £300  Time to review curriculum documents - £200 | | | | | | | | Mrs Helen Stuart | | |
| **Evaluation** | | | | | | | | | |
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