



### Intent

At Holy Trinity, History is important because it helps pupils to understand and interpret the past, and therefore, the present. Through history lessons, pupils develop a deeper cross-cultural awareness and understanding of their own and others' heritage, through looking at evidence and asking and answering questions. In history, we can analyse successes and failures, which, in turn, teaches us to learn from our mistakes.

### Coverage

How do you know the National Curriculum is covered?

A **History National Curriculum Coverage Map** matrix maps the objectives of the National Curriculum and cross-references them to the Learning Means the World Curriculum. Any identified gaps are taught through National Curriculum specific history units.

### Progression

How do you plan for progression in History?

History is taught through thematic units, both through Skills Development Tasks and through projects which then apply those skills. The key skills for each subject have been mapped across each thematic unit to show coverage (**History Skills Maps**) and progression (**History Skills Progression Maps**).

The **Skills Ladder** acts as an incremental model for skills acquisition and provides a benchmark for each year group, with teachers using the skills statements as a model for progression throughout the school. Growing in complexity and demand across Key Stages 1 and 2, pupils' learning when linked to the Skills Ladder should enable them to make good progress in their learning.

The Satellite View (**History Satellite View**) maps out which thematic units feature this subject and clearly shows the objectives taught.

The **Knowledge Building Pillars** form a robust model of progression for knowledge and understanding, helping pupils to assimilate, synthesise and apply their learning within different historical contexts. This also means that concepts are cumulatively built upon. For example, Continuity and Change would show pupils learning about how and why the school building has changed over time in Pathfinders, understanding and explaining how cities kept people safe in the past in Adventurers to understanding the meaning of discrimination and giving examples from history in Navigators.



## Chronology

Using the Knowledge Building pillar for Chronology, we have designed the curriculum to allow pupils to develop their learning within each phase, linked to the corresponding cognitive block.

- ✓ Explorers - Order and sequence familiar events
- ✓ Pathfinders - Fit people and events into a chronological framework
- ✓ Adventurers - Establish clear narratives within periods of history
- ✓ Navigators - Make connections between periods of history

## How is History taught?

History is taught through a combination of subject knowledge, historical skills, enquiry and fieldwork. Learning takes place both inside and outside the classroom.

## What do we learn about in History?

### Explorers

In this phase, pupils talk about the lives of the people around them and their roles in society. As appropriate to the youngest pupils in school, they learn to understand about the past through settings, characters and events encountered in books read in class and storytelling. This helps them to comment on images of familiar situations in the past and compare and contrast characters from stories which include figures from the past. Learning is localised so pupils discuss that some places are special to members of their community and they are supported to recognise that people have different beliefs and celebrate special times in different ways.

### Pathfinders

In this phase, there is a focus on people that lived and events that have taken place primarily over the last 200 years. This limited time span is much more manageable for younger pupils, allowing them to conceptualise more easily and providing a framework for pupils to begin understanding chronology over time beyond the simple sequencing of everyday events. The historical content itself often links to pupils' everyday experiences (e.g. inventions such as the TV, lightbulb), making the learning more concrete and less abstract, in order to help them begin to make sense of their changing world.



### **Adventurers**

Pupils begin to look at more specific periods in history e.g. The Saxons, and develop narratives within those, such as the deterioration in the relationship between Harold Godwinson and his brother Tostig, leading to the invasion of the north of England by Harald Hadrada and Tostig which ultimately contributed to the Norman Conquest.

### **Navigators**

As knowledge builds, pupils should begin to identify and understand connections between different events and periods in history. One example might be within the leadership focus which is explored and developed across the 'Learning Means the World' Curriculum, from learning about Roman Emperors in 'You're Not Invited' to world leaders in 'Wars of the World'.

As long as the pupils understand the concept of chronology and know where the era, person or event they are studying fits on the historical timeline, history does not have to be taught in chronological order. The use of timelines, therefore, is particularly important in establishing the sequence of, and connections between different periods of history.

### **Where will you see evidence of History at The Federation of Holy Trinity Church of England Schools?**

- ✓ Pupils' Learning Means The World books – History learning objectives are clearly identified by the use of the curriculum creature (Nelson)
- ✓ Class displays – relevant to topic and identified by the curriculum creature (Nelson). Displays should include catalyst questions and key subject-specific vocabulary and ideas and should build as pupils progress through each unit
- ✓ Pupil voice
- ✓ Assessment informed by a use of a variety of sources including Kahoot Quizzes, pupils' work and discussing with pupils what they have learned and understood. Recorded in Dimensions Track data system at the end of each unit and overall teacher judgement given at the end of each term, recorded on Insight
- ✓ Subject Leader folders

### **How do we assess and monitor History?**

We use a variety of methods to assess and monitor history at Holy Trinity. Teachers may use Kahoot Quizzes, for the purposes of diagnostic assessment, as well as checking recall in the classroom. They use questioning to help the pupils recall prior learning. We use a tracking tool – Track Zone – to ensure that the pupils are making progress in history and this is monitored



by the History Lead who carries out monitoring tasks to ensure that the curriculum is being delivered and that there is evidence of the learning in pupils' books.

Through close monitoring, we know the effectiveness of teaching has a positive impact on learning and standards. The History Subject Leader has an evidence file recording monitoring activities, which can include interviews, observations, classroom discussions and conversations with groups and individuals, and work scrutiny. The History Subject Leader evaluates all aspects of history learning to define next steps for improvement from their action plan.

### How we support SEN

All pupils at the Federation of Holy Trinity Church of England Primary Schools receive high quality teaching. This means that a range of teaching styles and approaches are used and that appropriate learning objectives are set for all learners with a curriculum matched to their needs.

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- ✓ More able pupils – encouraging pupils to make deeper connections in their understanding of historical concepts and how these relate to the modern world.
- ✓ Pupils with low prior attainment - scaffolding, supporting and adapting the curriculum where necessary. Allowing pupils to articulate their responses in a variety of ways and to use practical resources where appropriate.
- ✓ Pupils from disadvantaged backgrounds – providing rich and meaningful learning experiences and giving pupils the background knowledge they require.
- ✓ Pupils with SEN – scaffolding, supporting and adapting the curriculum where necessary. Allowing pupils to articulate their responses in a variety of ways and to use practical resources where appropriate.
- ✓ Pupils with English as an additional language (EAL) – using practical resources where possible and providing with subject specific vocabulary.

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.



## Impact

**PUPIL VOICE** - through discussion and feedback, pupils talk enthusiastically about their history lessons. They are proud of their knowledge and feel that they can confidently speak about an event or person from history.

**EVIDENCE IN KNOWLEDGE** - pupils know about different ways that history can be used to support their future potential. They can build their knowledge each year to form a solid understanding of world history through the times they have studied. Learning Means the World books provide evidence of the knowledge that the pupils have gained, and teachers assess against specific objectives.

**EVIDENCE IN SKILLS** - pupils use correct vocabulary in history lessons. They can see common themes and use and apply skills previously taught in other historical eras.

**BREADTH AND DEPTH** - teachers plan a range of opportunities to use history inside and outside school and across different subjects. Varied learning across a range of contexts ensures the pupils' learning sticks!

History equips pupils with a uniquely powerful set of tools to understand and change the world. Through their growing knowledge and understanding, pupils learn to appreciate the contribution made by different cultures.