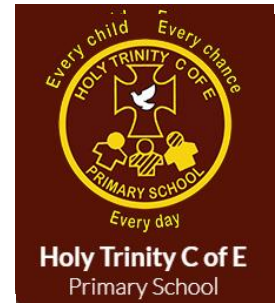


# History Policy 2022.

*Every Child, Every Chance, Every Day.*



## School Vision.

*"You are precious and honoured in my sight," Isaiah 43:4*

As a church school our vision and ethos is deeply Christian with this promise by Jesus of 'life in all its fullness' at its heart. Our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of young people. Our ethos is underpinned by the modelling and promotion of eight core values. These are Peace, Responsibility, Friendship, Consideration, Caring, Respect, Honesty and Forgiveness. We offer a vision of human flourishing for all, one that embraces excellence and academic rigor, but sets them in a wider framework.

## Our Intent.

Through a positive, inclusive environment, we aim to provide a wide range of opportunities within the history curriculum to encourage inquisitiveness and stimulate an interest in the past. Our intent is to develop enquiring minds, encourage children to ask questions and understand how history has shaped our lives.

## Aims and objectives.

History is a subject that allows pupils to develop inference skills and their ability to make links between the past and present, focusing on how the past has affected modern day. At Holy Trinity, our aim is to provide breadth and balance within the history curriculum to ensure it is relevant and aspirational for pupils. We aim to teach a sense of chronology and develop a sense of identity and a cultural understanding of different heritages. Through this, we aim to develop respect of their own and other people's culture in a modern day, multicultural Britain. By learning about the past, we are teaching the children how to make good choices, which are well informed by events from history.

The national curriculum for history and our school aims to ensure that all pupils:

- Develop a sense of chronology
- Understand how Britain is part of a wider culture and to study some aspects of European history
- Have knowledge and understanding of historical development in the wider world
- Understand their place and role within society
- Develop skills of enquiry, investigation, analysis and evaluation.

From this, we have developed four key concepts that underpin all learning journeys:

- Chronology
- Historical communication
- Connections in world history
- Investigating and interpreting sources of evidence

## History Lessons at Holy Trinity.

A learning journey should:

- Start with a **hook or wow moment** which engages the learners and excites them about the unit of learning ahead.
- Pose a big question where children have the opportunity to communicate what they already know about it and what they want to know.
- Ensure that key concepts are covered in the following way:
  - Looking at artefacts and sources of evidence
  - Looking where on a timeline events happened
  - Looking at where in the world these events happened
  - Looking at what else was happening in the world at the time
- Finish unit of learning by **answering the big question** using either a double page spread, a presentation (PowerPoint or sheets) or a video presentation using iMovie.

The following questioning sequence should be used to help plan a learning sequence:

- What do I know about them and what do I want to know? (KWL)
- Who were they and what did they achieve? (Knowledge lessons)
- When and where did they appear in history?
- How do we know about them? (Artefacts and sources of evidence)
- Why were they significant and what impact did they have on our world today?
- What else was happening in the world at the time and where? (Connections in world history)
- What do I know about them now? (Post assessment/ answer to big question using presentation criteria above)

## Assessment.

Assessments for history are due half way through and at the end of the school year but teachers are encouraged to upload assessments at the end of each journey. These judgements should be used to inform planning and make amendments where needed. A statement regarding history lessons should be made in the child's report at the end of each year. Knowledge organisers and the national curriculum should be used to ensure children are being taught the correct knowledge. Each knowledge organiser details what a child must be doing in order to achieve the expected standard. TAFs should be used to help assess the child against the statements.

## Resources.

A wide range of resources are available for each key stage. The subject leader will refresh and update the resources when needed. It is the responsibility of everybody to make sure that the resources are looked after and put away neatly when they are finished being used. The school is a member of Hamilton, which should be used appropriately for the planning and resourcing of lessons.

## Monitoring and review.

The subject leader is responsible for the monitoring of the standard of children's work and for the quality of teaching in history. The work of the subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for history in the school.

Pupil conferences, learning walks and planning checks will take place throughout the year where strengths and next steps will be clearly outlined with dates for review.

Dated: April 2022

Created by: Melissa Crumpton.

Date for review: April 2022

