**Intent**

Our aim at Holy Trinity Primary School is to excite children by taking them back in time to learn about the past. We want our children to love history! The teachers at our school want to ensure that we stimulate all children’s interest and understanding about the life of people who lived in the past. We want our pupils to understand how people lived, what challenges they faced, how continuity and change have shaped how we live today. The history curriculum at Holy Trinity makes full use of resources within the immediate and wider local area, enabling children to develop a deep understanding of the history of their locality. We aim to provide our pupils with appropriate subject knowledge, that links between topics taught in each year group and key stage. We discuss previous taught learning so our pupils can make connections and build on their historical knowledge, vocabulary, and chronological awareness up until the end of Year 6. We introduce each history topic using ‘Big Questions’ and we hope this encourages our children to answer and ask questions to develop their knowledge and understanding. It Is our vision that children reach their full potential, from their starting point. To build on their confidence, encourage them to be inquisitive, ask questions and want to learn more about local history, British history and world history. Pupils will be taught to make comparisons between these areas of learning, reflect on the past and make meaningful links to the present day. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, archaeologists, museum curators or research analysts.

**Implementation**

**EYFS**

We begin by encouraging our children to talk about their lives, introducing the past (asking children what they did at the weekend or looking at photos of special times in their lives). We draw on children’s personal experiences so they can make sense of the world around them. This leads into our pupils talking about the lives of people around them and their roles in society. They learn about similarities and differences between things in the past and the present day.

The children in Reception are introduced to a broad range of stories, through the Power of Reading and other stories that are read to them throughout the day. They are taught to understand the past by exploring settings, characters and events encountered in books. Our pupils are encouraged to retell stories in their own words, sequence stories and revisit well known stories. To ask and answer questions about the text and illustrations.

**Year 1 to Year 6**

History is taught in blocks throughout the year to allow children to focus on developing their knowledge and understanding, studying each topic in depth.

All learning will start by revisiting prior knowledge, we support children to recall previous learning and make connections.

We have developed a progression of knowledge document, which enables children to build on and develop their historical understanding each year.

We provide pupils with a variety of approaches to enhance their learning experience and the history curriculum. We plan educational visits and visitors to come into school. When learning about The Romans and Anglo Saxons the children spend a day in the life of a person from that time-period. Our pupils use historical artefacts from local museums (old toys, dinosaur fossils and Roman artefacts).

**KS1**

In KS1, children look at their own personal history and are introduced to the idea of chronology and timelines. They learn about similarities and differences between ways of life in different periods by comparing historical artefacts. In both Years 1 and 2 the children are taught about the history of the local area. The children study significant historical figures and learn about their lives and the impact they have had on the world. In Year 2 children learn about the Great Fire of London and they are immersed in the topic through history, English and DT teaching.

Our children are taught specific vocabulary related to the past and encouraged to use these words when asking and answering questions.

**KS2**

At the start of each topic children will review previous learning and will have the opportunity to share what they already know about the current topic.

At the start of each topic we introduce ‘Big Questions’ so the children have key questions to focus on. We refer back to these questions throughout the topic, and then the children complete a piece of independent work at the end related to these questions. We then use the children’s independent work as an assessment for their knowledge and understanding. This means that we know which children are working at greater depth and those children who need more support with their learning and understanding.

In lower KS2, UK history is taught chronologically to allow children to confidently place each time period. This allows pupils to consistently build on previous knowledge and learning by placing previously taught topics on a timeline.

In upper KS2 the children start to connect local and British history with world history. We teach all statutory requirements from the National Curriculum. Children are given opportunities, where possible, to study artefacts leading to enquiry, investigation, analysis, interpretation, evaluation and presentation.

We make cross-curricular links within history, through quality text taught in English. We also teach history through geography, art, DT and RE.

 **Impact**

Our history curriculum offers high quality and well-planned lessons that encourage progression. We provide an enriched curriculum that inspires our children and gives them opportunities to ask perceptive questions, think critically, develop their judgement and perspective. Work will show that a range of topics are being covered, concepts are revisited, and cross-curricular links are made where possible. Assessments and monitoring will show standards in history will be high and will match standards expected in other subject areas. Our children will continue their study of history in KS3 with confidence of their knowledge and understanding of a range of historical topics and historical concepts.