# Holy Trinity CofE Primary School

# History Policy

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| Policy Reference: | Holy Trinity CofE Primary School<br><br>History Policy |
| Date Policy Reviewed: | July 2026 |
| Reviewed by: | Head Teacher |
| Next Review Date: | July 2028 |
| Completed by: | M.Taylor |

## Vision Statement

At Holy Trinity we believe that all people are precious and honoured in God's sight. From this belief comes a determination for all within our community to experience life in all its fullness, as promised by Jesus.

We embrace the holistic development for all in our community so that they may flourish academically, emotionally, and spiritually.

All that we do is underpinned by the modelling and promotion of six core values. These are: Justice, Service, Perseverance, Gratitude, Compassion, Courage and build on previous values of Peace, Hope, Friendship, 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.

## Vision

At Holy Trinity CofE Primary School, we believe that History allows children to understand the story of humanity and their place within it. Through an ambitious, knowledge-rich curriculum, pupils develop a secure understanding of the past, enabling them to make sense of the world around them and understand how historical events continue to shape society today. Our curriculum encourages curiosity, critical thinking and a lifelong interest in history whilst promoting our Christian values of respect, compassion, courage and justice.

We are committed to ensuring that all pupils become successful historians who can think critically, ask thoughtful questions, analyse evidence and communicate their understanding effectively. Through the study of local, national and global history, pupils develop a strong sense of identity, belonging and appreciation for the diverse experiences that have shaped our world.

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## Intent

The primary intent of our History curriculum is to ignite a passion for the subject by fostering an understanding of the past that reflects a diversity of experiences and perspectives. Our curriculum is designed to ensure that pupils develop both substantive knowledge (what historians know) and disciplinary knowledge (how historians work).

At Holy Trinity, we aim for all pupils to:

- Develop a coherent chronological understanding of Britain's past and the wider world.
- Understand and apply the key disciplinary concepts of:
    - Chronology
    - Change and Continuity
    - Cause and Consequence
    - Investigating and Interpreting Evidence
    - Historical Communication
- Build secure knowledge through recurring themes including:
    - Invasion and Settlement
    - Monarchy and Society
    - Civilisation
    - Legacy
- Develop historical enquiry skills by asking questions, evaluating sources and constructing informed responses.
- Appreciate the significance of historical events, individuals and civilisations in shaping modern society.
- Foster tolerance, respect and understanding through the study of diverse cultures and societies.
- Understand the significance of local history and how the history of Sandwell, the Black Country and the West Midlands contributes to Britain's wider story.
- Develop rich historical vocabulary and communicate their understanding through discussion, debate and written outcomes.
- Become independent learners who take responsibility for their own historical investigations and enquiries.

## Implementation

History is taught on alternating weeks with Geography and follows a carefully sequenced curriculum that enables pupils to build knowledge progressively from EYFS to Year 6. Learning is structured to promote long-term retention and meaningful connections between units, year groups and wider curriculum themes.

## Curriculum Structure

Our curriculum is organised through thematic units whilst maintaining strong chronological understanding. This enables pupils to make connections between different periods, societies and historical themes. Units have been carefully selected to provide a broad and balanced representation of British and world history.

## Enquiry-Based Learning

Each unit is driven by a meaningful enquiry question and every lesson contributes towards answering the larger question by the end of the unit. This approach promotes curiosity, discussion and critical thinking.

## Consistent Lesson Structure

Across the school, History lessons follow a consistent structure:

1. Quick Quiz retrieval practice (current learning, previous units and previous year groups).
2. Timeline and chronology recap.
3. Activation of prior knowledge.
4. Introduction of the lesson enquiry question.
5. Explicit teaching of disciplinary concepts.
6. Analysis of sources and evidence.
7. Discussion-based learning using sentence stems.
8. Independent or collaborative application tasks.
9. Plenary focused on answering the lesson enquiry question.

## Historical Knowledge and Skills

Pupils are explicitly taught how historians work through regular opportunities to:

- Analyse primary and secondary sources.
- Make inferences from evidence.
- Recognise different viewpoints and interpretations.
- Identify causes and consequences.
- Explore change and continuity over time.
- Construct historical arguments.
- Communicate historical understanding through speaking and writing.

## Knowledge Retrieval

To strengthen long-term memory and deepen understanding, retrieval practice forms a regular part of teaching. Knowledge organisers, KWL grids and retrieval quizzes support pupils in remembering and applying previously taught content.

## Cross-Curricular Learning

History is carefully linked with Geography, English, Art and Design Technology wherever appropriate. These connections help pupils build a richer understanding of historical periods whilst reinforcing learning across the wider curriculum.

## Oracy and Discussion

Pupils are encouraged to think, discuss, reason and debate like historians. Discussion activities, sentence stems and structured questioning enable children to articulate their ideas and justify their opinions using evidence.

## Enrichment

Historical learning is enriched through:

- Educational visits.
- Visitors and workshops.
- Artefacts and source material.
- Outdoor learning opportunities.
- Local history studies.
- Use of digital technologies and research tools.

## Inclusion

History is taught inclusively, ensuring all pupils can access ambitious learning. Teachers scaffold learning appropriately whilst maintaining high expectations for all children. Learning is adapted to support varying needs without reducing curriculum ambition.

## Impact

The impact of our History curriculum is demonstrated through pupils who:

- Possess a secure body of historical knowledge.
- Can place events, periods and civilisations within a chronological framework.
- Use historical vocabulary accurately and confidently.
- Make links across historical periods and themes.
- Ask thoughtful and relevant historical questions.
- Analyse evidence critically and thoughtfully.
- Communicate ideas effectively through discussion and writing.
- Demonstrate curiosity, enthusiasm and engagement in historical learning.
- Understand the relevance of history in today's world.

## Assessment

Assessment is ongoing and informs future teaching. Teachers use:

- Retrieval quizzes.
- Pupil discussions.
- Written outcomes.
- Enquiry tasks.
- Knowledge checks.
- Pupil voice activities.
- Book monitoring.

Subject leaders monitor the quality of implementation and evaluate impact through lesson visits, book looks, pupil discussions and analysis of assessment information to ensure that the curriculum continues to develop and improve.

## Equal Opportunities

At Holy Trinity CofE Primary School, all pupils will have equal access to the History curriculum regardless of race, gender, religion, belief, disability, sexual orientation or socio-economic background. We are committed to providing an inclusive learning environment that celebrates diversity and promotes equality.

## Monitoring and Review

The History Subject Leader is responsible for monitoring the implementation and effectiveness of this policy through:

- Lesson visits.
- Book looks.
- Curriculum reviews.
- Assessment analysis.
- Pupil voice activities.
- Professional dialogue with staff.

This policy will be reviewed annually to ensure it continues to reflect the school's vision, curriculum priorities and statutory requirements.