



## Trinity School Curriculum Statement for History

### INTENT

At Trinity School we approach History with excitement and curiosity. We encourage children to seek new challenges and be curious and interested in seeking out new information. We use the Chris Quigley Curriculum Companion to set the pitch and content for our teaching. This helps us to deliver a History curriculum which builds year-on-year, ensuring that knowledge, skills and understanding is securely embedded. Children are encouraged to explore their own locality and discover the origins of their local island where links can be made possible. They develop their resilience through trial and error using a variety of approaches and feel safe to explore in their learning which when possible is through real life learning experiences and trips.















### IMPLEMENTATION

All learning starts by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Children in Years 1,3 and 5 start new topics and when they are in Years 2,4 and 6 they have their previous History book to use for reference. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Learning will be supported through the use of Curriculum Companion knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long term memory. Learning is reviewed at the end of each topic. History assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where history objectives have been covered; each class has a document to record progress in history. These indicate whether a child is emerging, developing or secure at the end of each topic. These documents are saved here: [Foundation Assessments](#)

Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding.

Our long term plan can be found here: [History Long Term Plan 2024 new.docx](#) and 'Golden Threads' running through each year group in History can be found here: [Golden Thread History 2024.docx](#)

Our History 'Golden Threads' are:

	Golden Threads – History Progression			
Investigate and interpret the past 	Build an overview of world history. People & Places        	Understanding Chronology 	Communicate Historically  <a href="#">Vocabulary Spine</a>	

**IMPACT**

At Trinity, children show confidence to be able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils work demonstrates that geography is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.