



Foxyards Academy – History Subject Policy

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Our Mission Statement:

Achieving Excellence Together

Our mission: To foster and grow a love of learning that enables our children to access the wonderful world of opportunities that await them. To create a harmonious and tolerant community that is built on our school values of care, respect, creativity, and resilience. We do this as a family, our Foxyards Family.

Curriculum Intent:

The aim of history teaching at Foxyards Academy is to engage children's interests in the past and getting them to see history from a local, national, and global perspective. From EYFS to KS2, we aim to develop a sense a chronology for the pupils which allows them to develop a sense of identity for themselves, but also understand other heritages. By developing an understanding of the past, children can see correlations to the modern day. Furthermore, through seeing the impact of past events it allows them to understand how this has shifted local, national, and global trends. Using primary sources and investigating past events and themes children develop the skills of enquiry, analysis, interpretation and problem-solving. We actively encourage a love for history by getting children to form their own opinions and understanding through primary and secondary sources. Through working together and sharing ideas, we encourage children have a confidence in thinking independently and forming their own opinion.

Curriculum Design

We have designed our curriculum so every child ...

- Is taught the disciplinary knowledge of investigating primary and secondary sources to develop an independence in ideas and theories.
- Is provided with a broad and balanced education whatever their ability.
- Understands that Britain's rich cultural heritage comes because of the history of the nation which remains today and an appreciation of diversity in history and today.
- Enables children to challenge stereotypes and goes beyond looking at significant people to look at specific groups or events to understand the diverse range of experiences of people during specific periods and events in the past.
- Where children can experience history first hand through external trips or bringing history into the classroom.
- Makes continual progress in substantive and disciplinary knowledge allowing them to develop as historians.
- Is inspired to have a love for the subject no matter their ability.

Curriculum Implementation:

At Foxyards Academy we encourage children to think and become historians. We provide opportunities for children to become historians by examining primary sources which help inspire their curiosity. Where



possible, in each key stage there are opportunities for children to engage in historical sites which are important on a local, national, and global scale. Through visits from visitors and experts we allow children to have first hand talks from people in the field or from those who experienced the past. This is key for EYFS and KS1 with events in living memory. Through outside opportunities children discover history is beyond the classroom and they can start to draw connections.

We encourage children to think independently and consider different points of views through primary source analysis and opportunities for debates amongst one another. Furthermore, by getting children to ask questions we allow them to assess sources and look beyond the source. Children are taught to question and critique other historians and consider their own line of argument by backing it up with evidence. Our curriculum will hopefully excite pupils and allow all children to be represented within our topics.

Organisation and Planning:

To develop our curriculum, we have used the National Curriculum Programmes of Study for History making sure to consider all the key areas of study. Topics are designed to encompass local, national, global history allowing children to draw correlations between historical periods so children leave year 6 with a range of substantive and disciplinary knowledge. When organising topics, a consideration of how to include different cultures and to represent the underrepresented was considered to allow all to feel included within the Foxyard family.

Interwoven between our topics we have introduced five new key concepts which allow children to draw correlations between historical periods. These are:

- 1) **Inventors and inventions**
- 2) **Monarchy and rule**
- 3) **Childhood**
- 4) **Conflict**
- 5) **Society and Diversity**

Through these key concepts, we intend for children to be able to draw more comparisons between historical periods and see continuity and change. Furthermore, these key concepts have been designed to allow children to view history from different perspectives rather than from one viewpoint. We hope throughout children's progression at Foxyards Academy these become key components to our history curriculum. We refer to and use a range of sources and resources from quality organisations such as the Historical Association and National Museums.

Our Children's Charter:

Through the teaching of the History curriculum, pupils are enabled to:

- know and understand history as a chronological narrative.
- Understand how people's lives were shaped and how Britain has and was influenced by the wider world.
- understand abstract historical terms such as 'peasantry' and 'empire'.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance,



- Understand how during different periods of time lives changed both progressively or regressed, with inventors and inventions playing a key role in this.
- make connections, draw contrasts, analyse trends between periods or through our key concepts.
- frame historically-valid questions to lead their own learning and draw their own conclusions and arguments.
- understand the methods of historical enquiry.

Curriculum Impact:

Our intention is that through our carefully designed history curriculum, that we can inspire a love for history and the disciplinary knowledge it encompasses. Through engagement in history, we can enable our children to think more creatively, be resilient in learning, respect other cultures and groups and consider how to care for others. History will not only teach children a subject but educate them as citizens and develop British values.

The school community will contribute to children's development in the history curriculum. Class teachers will assess pupils with end of unit summary judgement and provide feedback in marking and in the lesson. This will allow us to assess pupils in line with National Expectations.

The curriculum will be continually monitored and reviewed. This will be done by the senior leadership and subject leaders. By learning walks and question and answers with pupils' feedback will be given about what is going well and areas for improvement.

