History Policy

Freemantle C.E. Community Academy Trust

Reviewed by:	Amy Potter	**Date:**	March 2024
Approved by:			
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1. Introduction

The learning and teaching of History at Freemantle Church of England Community Academy Trust aims to provide opportunities to understand, appreciate and enjoy the multi-cultural world in which we live and to celebrate its rich diversity. We aim to develop children's ability to chronicle, investigate and explain the past to help them understand our world as it is.

Intent

Our intent is to provide our pupils with a coherent historical narrative of the British Isles from pre-history to the second world war looking at ancient civilisations in the wider world on the way and exploring how they have influenced the development of the UK. We ensure our curriculum is ambitious and well-sequenced, with a clear progression of both substantive knowledge and vocabulary using our Skills and Knowledge Progression document, which is tailored to meet the needs of our Freemantle children. History is rich with exciting stories and different realties. As a subject it provides perfect opportunities for writing and creating fiction. As a consequence, history is hard wired in to our teaching of reading and writing. The journey from Stone Age to modern Britain is the most exciting story imaginable. We want our children to feel excited and enthused about history and, eager to find out more and to continue their conversations outside of school implementations.

Implementation

Each year group will teach the areas of history identified in the Freemantle's long-term plan to ensure coverage of statutory knowledge and skills using an enquiry-led approach. The school's History progression of skills will be used to identify the learning objectives for each year groups, in line with the schools raised expectations. Each lesson begins with a question and discussion and the understanding of both substantive and specific vocabulary is at the forefront of each one. The use of discussion and adaptive teaching, enables an inclusive environment where all pupils can be involved. A quick-fire quiz, which follows a similar assessment procedure to reading, is also implemented at the start of each lesson and informs staff of planning for future lessons. Wherever possible a cross-curricular approach will be taken to the teaching of history. Lessons will often be inked to the children's learning in English.

Impact

As a result of a language and vocabulary rich curriculum, all pupils are confident historians, who can think critically and orally demonstrate their understanding. Our creative curriculum ensures children are equipped with the knowledge and skills to move forward into KS3, whilst preparing them for the wider world. Furthermore, our creative curriculum ensures pupils cultural capital is enhanced through a well-resourced provision which enables a wide-range of enrichment opportunities, to deepen pupil's historical skills and knowledge as well as foster a long-lasting enjoyment for history. Making cross-curricular links and embedding history within the Freemantle half-termly Themes, ensures history is at the forefront of pupil's experiences

throughout school. Lastly, making use of local resources has ensured children are provided with ample opportunities to think like a historian and see the relevance in what they are learning.

2. Aims for History

The aim of history teaching here at Freemantle Church of England Community Academy is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and, through this, they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multi-cultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

In-line with the National Curriculum 2014, the aims of History at the academy are:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

3. Approach to teaching and learning

Early Years Foundation Stage (EYFS)

In Early Years, a love for history is fostered throughout and meaningful experiences are provided to enhance pupil's knowledge of the past and present. Children are taught using a thematic and creative approach which is outlined in our Freemantle History Curriculum as well as the EYFS Curriculum for Understanding the World. As a part Discovery time in EYFS pupils explore a topic or concept in detail before they have COOL time (choosing our own learning time) where they can discover more about the topic or complete a related task. COOL time is aimed at supporting children's learning and allowing them the chance to follow their own lines of enquiry. Children explore historical events and figures such as; Emelia Earhart, Bonfire Night and changes to travel throughout time. There is strong emphasis on vocabulary and the acquisition of language and a range of literature is used to support children's deepening understanding. Children's progress and understanding is assessed frequently and staff within Early Years ensure meetings are held each term for children who are not on track.

Key Stage One and Key Stage Two

As the children move into Key Stage One and Two, they build on these strong foundations, developing their historical skills and knowledge. As well as learning about, local History such as; the sinking of the Titanic, children enjoy learning about historical events beyond living memory as well as the lives of significant people such as; The Great Fire of London, Florence Nightingale and Christopher Columbus. At Freemantle we enrich our children's History learning is through a range of experiences and we encourage the use of historical sources to aid historical enquiry and provide the opportunity of school trips to the local Sea City Museum in Year Two the 848 Anglo Saxon experience in year Four and Fort Nelson in Year Six, as well as many others.

As children continue their journey at Freemantle Academy we plan and teach our History sessions as part of our 'Theme' sessions linking to the overall learning theme planned for a specific half term. Our History teaching in each year group is based around answering an enquiry question linking to our theme which helps to create a clear learning journey over the half term and enables the children to think as historians whilst extending their skills. Our theme planning follows the 2014 National Curriculum and in order to foster a love of History with our children wherever possible we link their learning to themes which they can relate to and compare with their own lives.

We recognise and value the importance of stories in History teaching and we regard this as an important way of stimulating interest in the past. We have a history reading spine to support the teaching of history which reflects what is taught in each year group. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

History is taught in all key stages following a skills-based curriculum, following our 'golden threads' and substantive knowledge concepts. By referring to the 'golden threads' of history throughout the journey in the academy children gain an important understanding of how they are developing as successful historians. Our golden threads are: constructing the past, sequencing the past, change and development, cause and effect, significance and interpretations, planning and carrying out a historical enquiry and using sources as evidence. The substantive concepts which help to construct the knowledge of each topic are: community and culture, conflict and disaster, exploration and invention and hierarchy and power. By following these substantive concepts and referring to this throughout the children's historical journey at Freemantle it provides a crucial understanding that they are able to build on in their future education as well as drawing comparisons with topics they have already investigated.

EYFS			
Understanding the World	**Past and Present**	**People, Culture and Communities**	**The Natural World**

Freemantle Academy 'Golden Threads'						
Constructing the past	**Sequencing the past**	**Change and development**	**Cause and effect**	**Significance and interpretations**	**Planning and carrying out a historical enquiry**	**Using sources as evidence**

Always engage pupils with a valid historical enquiry or puzzling question through which the learning grows over a sequence of lessons.
Sometimes objectives will link to children developing their own enquiries and ways of tacking them.

Always include objectives for building **knowledge of all the aspects shown here** to enable children to develop a strong understanding of the past

HISTORICAL ENQUIRY

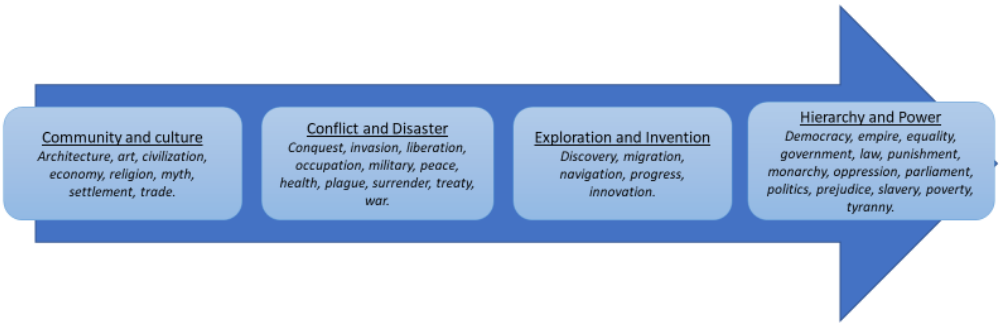
Knowledge of:
- People, events, situations and developments
- Chronology and characteristic features
- Historical terms

Understanding of:
- Evidence
- Interpretations
- Cause
- Change
- Similarity / Difference
- Significance

COMMUNICATION

Always require pupils to organise and communicate their findings at the end of a sequence so their learning gains coherence. This will keep our children engaged with the learning and help their retrieval and investigation skills. This does not always have to be written.

Always include objectives for developing pupil's understanding of (usually) **one or two of these listed elements** as our golden threads to develop our children's skills and enable them to become successful historians. Your precise focus will be reflected in your chosen 'Key question.'



5. Curriculum and Assessment

EYFS

Across EYFS, staff are planning, teaching and assessing 'in the moment'; responsive and skilled practitioners observe, comment and pose questions to children to ignite curiosity, but also to elicit understanding. These observations are used to plan meaningful enhancements and opportunities to develop children's knowledge and skills, whilst also identify misconceptions to unpick and explore. In the Early Years, practitioners share the learning journey of 'Understanding the World' and celebrate these by sharing them via Tapestry.

Key Stage One and Two

At Freemantle Academy, assessment is an integral part of the teaching process. Ipsative assessment is used to inform planning and to facilitate scaffolding to support children.

Ipsative assessment methods are used to elicit children's skills and knowledge at the start of a unit of work to plan inform planning, as well as revisit children's learning at the end of a unit to identify the progress they have made, identify any misconceptions and to plan next steps. Quizzes and the use of Knowledge Organisers support children in knowing and remembering more. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children.

6. Cross Curricular Links

History contributes significantly to the teaching of English in our academy by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in reading and writing are historical in nature and tasks based around these materials develop their writing skills. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class.

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines and learn to interpret information presented in graphical or statistical forms.

History contributes significantly to the teaching of PSHE as well as the promotion of fundamental British values. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They learn how to recognise and challenge stereotypes, learn how society is made up of people from different cultures and develop tolerance and respect for others.

7. Equal Opportunities

We provide activities for all pupils in which equality of opportunity is supported irrespective of gender, SEN, race, creed and disability, considering the individual needs of the children. We use and explore History from different places and cultures to celebrate the diversity of our world. Application activities in history involve large amount of structured discussion and investigation and children are encouraged to present their findings in a variety of ways. By assessing history against the skills outlined as our golden threads in the progression of skills document (broken down into expectations of each year group) teachers are able to specifically provide for and assess children's progress against these standards. This enables all children to have the opportunity to make progress in history regardless of their starting point.

8. Monitoring arrangements

Monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the subject leader and class teachers. The work of the History 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 the subject in the academy.

This policy will be reviewed by the History Leader, biennially. At every review the policy will be shared and approved by the Board of Directors.

9. History and SMSC

At Freemantle we encourage independent thinking that will enable the children to develop their ideas and intentions and express these in an appropriate manner. The children's work is celebrated throughout the academy and is displayed in many areas. Whilst studying History the children are also exposed to a wide variety of cultures, beliefs and religions, with their outcomes being supported with a rationale or a meaning that will often convey a message.