



Grouville School History Policy 2018

UNRC Article 28: Every child is a right to an education.
UNRC Article 29: Every child has the right to be the best they can



History fires children's curiosity about the lives of people who lived in the past. It allows children to consider how the past influences present day, what past societies were like, how they organised their politics and what beliefs and cultures influenced people's actions.

It enables children to develop a chronological framework for their knowledge of significant events and people. They will begin to recognise the diversity of human experience and understand more about themselves as individuals and members of society. We believe that what they will learn in their primary school years at Grouville School will influence their decisions about personal choices, attitudes and values now and in later life.

Aims

History at Grouville School aims to provide pupils with a thorough understanding of the past of Jersey, Britain and the wider world. We aim to ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then back up with their historical knowledge.

In Foundation Stage:

- To develop a sense of time through events in stories and in children's own lives and their family relationships using appropriate vocabulary.
- To develop an awareness of time and change. Learning about seasons and life cycles through photographs and artefacts.

In Key Stage 1:

- To develop an awareness of history and a sense of chronology through the study of the lives of people and events in the more distant past.
- To know where the people and events they study fit within a chronological framework.
- To understand the methods of historical enquiry through using a variety of sources to compare lives, past and present, and question events in the past.

In Key Stage 2:

- To extend the depth of historical enquiry and broaden the range of study.
- To be able to make connections and note contrasts and trends over time.
- To interpret and communicate historical knowledge in a variety of ways, for example through art and drama as well as the written word.
- To increase awareness of events, people and societies from the past, in order to gain a better understanding of the present.
- To ensure there is progression from key stage one through teaching and combination of in-depth and overview studies about British, local and world histories.

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History in the Curriculum

A curriculum map has been devised in order to provide a framework for the History taught within our school. The Jersey Curriculum provides further guidance by outlining the subject content that should be taught within each Key Stage. The whole school plan aims to ensure that learning is progressive and that historical skills are central to learning. It is important that links are made between aspects of History being studied, so that they have a good chronological understanding. This will also ensure children can compare and contrast events and note trends over time. Placing each period of History studied onto a timeline enables children to locate themselves in relation to other periods studied and current events.

Teaching and Learning

Approximately 18 hours each year should be devoted to the direct teaching of History. We need to ensure that History is an exciting, stimulating subject that captures children's enthusiasm and interest, building on their existing historical knowledge and understanding. Not all aspects need to be covered in the same detail, so focus on particular areas, which will stimulate the children's thinking and understanding. Key learning questions are an excellent way of making your learning focus clear and understandable. As in all areas of the curriculum the most effective teaching occurs when children are active participants rather than passive recipients. Good primary History involves the pupils doing much of the work.

Historical artefacts, pictorial evidence, written accounts, drama, role-play, stories and special events e.g. Viking/ Egyptian Days are an essential means of children finding out and learning about history. Even interviewing a grandparent can be an extremely valuable way to find out how times have changed. Through handling evidence children will develop the skills to interpret and evaluate the 'value' of source material - becoming 'historians' in the process! Visits to local heritage sites will bring history alive and make it more meaningful. Even a walk around a local area can prove to be a rewarding historical experience while looking for evidence of the past and discovering how things have changed over time.

Children can be taught in small groups, as a whole class or be set individual tasks according to the teacher's judgement and suitability of the activity. There should be a strong emphasis on investigative work, offering children opportunities to increase their independence.

All activities should be planned in a way that encourages full and active participation by all the pupils, irrespective of ability. Opportunities should be given to extend the more able and the less able can be given extra assistance from the class teacher or support staff.

Emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge. A creative approach to the History curriculum by both teachers and children is encouraged. Links between other subjects provide a creative and enriching approach to teaching and learning:

English: History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through role-

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play, discussing historical questions, or presenting their findings to the rest of the class. They develop their writing ability by composing purposeful reports, letters or diary entries.

Mathematics: The teaching of History contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time-lines and through sequencing events in their own lives.

Personal, social and health education (PSHE): History contributes significantly to the teaching of personal, social and health education and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions.

Jersey/ British Values: Through the study of British History, pupils at our school are taught to understand the different periods in our History in a chronological order. This takes place in both KS1 and KS2 with cross curricular topic work linked to the study of specific periods in Jersey/British History which underpins notions of our shared heritage, values and traditions. In addition, the school commemorates historic events such as Remembrance Day and Liberation Day. They also discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people with differing heritage and they start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development: When teaching History, we contribute where possible to the children's spiritual development. For example, when studying key events we may ask "Why are we remembering Remembrance Day?" We also provide children with the opportunity to discuss moral questions, when studying subject matter such as warfare and discussing how Jersey/British society has changed over time. Our History provision enables children to understand that our rich cultural heritage can be further enriched by the multi-cultural society of today.

History and Computing: Computing and the use of ICT enhances our teaching of History, wherever appropriate, in all key stages. The children use ICT in a variety of ways, such as word-processing and independent online research.

Equal Opportunities

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of History. Jersey and British History, where possible, is set within the context of Europe and the World. When selecting source material a range of perspectives and viewpoints are represented, including those of men and women of different racial, national or religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupil's own cultural background is recognised as a resource which may give an alternative view of events from the past as well as the present.

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Health and Safety

Fieldwork and visits to local Heritage sites are an important part of Historical work and school health and safety guidelines will be adhered to at all times.

Assessment

During the planning stage clear learning questions are set and opportunities for assessment are identified. Assessment of children's progress is ongoing throughout the year. Their achievements and understanding will be informally assessed through discussion and their work. Parents may be informed of their child's progress twice a year at Parent Consultations and there may be reference to History in their annual report.

Resources

History topic boxes are located in the Resources Room. Jersey Heritage has a range of resources it can loan schools as well as providing support for topics and visits to local heritage sites - www.jerseyheritage.org/schools

Monitoring and Review

History is monitored and evaluated as part of the school's monitoring cycle. This might include lesson observations, book looks, reviewing of planning and talking to children.

There is currently no Subject Leader for History. The SLT team will:

- support colleagues with planning and teaching of History curriculum to ensure progression and development of skills
- monitor and review the teaching of History throughout the school. Reviewing teachers' planning should ensure that the statutory requirements for the Jersey Curriculum are being covered
- evaluate children's work to assess coverage and progress made (topic books and wall displays)
- attend related inset in order to inform colleagues about new developments, ideas and resources in History
- audit resources

Written by Nichola Turner February 2018

This policy will be reviewed in February 2020

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