



Kindness • Responsibility • Challenge

Grouville School

Always be the best you can be

Grouville School History Policy 2023

Article 28: Every child is a right to an education.

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 which beliefs and cultures influenced people's actions. 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.

We believe History should be taught because:

- 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;
- it is important for children to understand their local area and know how it has changed over time and by significant people of the community;
- 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.

At Grouville School we aim to provide an education in History which will:

- promote the children's curiosity through engaging lessons, local visits and visitors, themed days and a range of artefacts and resources to inspire learning;
- teach children about the history of Jersey including events and the lives of significant people;
- develop a sense of chronology through events in stories, the study of the lives of significant people and in children's own lives and their family relationships;
- help children to make connections and note change, contrasts and trends over time;
- increase awareness of events, people and societies from the past, in order to gain a better understanding of the present;
- interpret and communicate historical knowledge in a variety of ways, for example through art and drama as well as the written word;
- promote the methods of historical enquiry through using a variety of sources to compare lives, past and present, and question events in the past;
- help children to evaluate the reliability of sources which will influence their own thinking and understanding;
- ensure there is progression of skills and knowledge throughout the school by teaching and combination of in-depth and overview studies about Jersey, British and world histories.

As a Rights Respecting School our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

- Make explicit links to Rights Respecting themes to help children learn from decisions made in the past and how this can influence their choices as global citizens of the future.

Curriculum

Article 28: The right to a good quality education

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. The children learn about their local history in Jersey, Britain and the wider world. Through History, the children learn a range of skills, concepts, attitudes and methods of working.

Early Years

We relate the historical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about and comparing different people, families, communities and traditions. They learn to talk about past and present events making connections to their own lives and those of family members.

Key Stage 1

During Key Stage 1, children learn about the history of Jersey and the UK focusing on changes within living memory and events beyond living memory. They also learn about the lives of significant people. They carry out historical enquiry using a range of sources. In doing this, they ask historical questions about people, places and communities, and use historical skills and resources, such as eye-witness accounts and photographs.

Key Stage 2

During Key Stage 2, children investigate chronology through learning about a variety of people and places from a wide range of time periods within local Jersey, British and world history. They learn about the lives of people who lived in different time periods and try to understand what it was like to live as a member of society in the past. Through enquiry, they note connections, contrasts and trends over time developing a breadth of historical vocabulary. In doing this, they learn to devise historically valid questions and construct informed responses that link to a range of sources. We also encourage the children to consider how the choices made in the past have changed or impacted

As well as making its own distinctive contribution to the school curriculum, History contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

History in the Curriculum

History is a Jersey Curriculum foundation subject with designated programmes of study. The programmes of study are based on:

Key Stage 1:

- Changes within living memory;
- Events beyond living memory;
- The lives of significant individuals in the past;

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- Significant historical events, people and places in their own locality (Jersey).

Key Stage 2:

- Changes in Prehistoric Britain;
- Ancient Civilisations;
- Invaders and Settlers;
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

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. 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.

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 the 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.

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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-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.

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.

Personal, social and health education and citizenship (PSHE&C): 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 learning 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:

Article 29: The right to be the best you can be, to learn how to live peacefully and respect others.

Spiritual 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?" Through helping children to recognise the diversity of world, the children can reflect on the lives of communities of the past.

Moral Development: Through helping children to reflect on how the world has changed because of decisions made in the past, so that children can make informed choices as global citizens in the future. 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.

Social Development: Through helping children to consider the views of others when discussing trends and changes in the past. Learning about changes in the law and rights provides an opportunity to discuss social issues.

Cultural Development: Our History provision enables children to understand that our rich cultural heritage can be further enriched by the multi-cultural society of today.

Equal Opportunities

Article 2: The right to not be discriminated against

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. 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.

Health and Safety

Article 36: The right to be kept safe from harm

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.

Resources

All history resources 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. Please speak to the Subject Lead (Sam Hall) if you require any additional resources.

Assessment

At the beginning of each new unit, teachers ask their children what they already know and what they would like to learn more about. This will be recorded in a cover sheet format in the children's books and may also be presented as questions on the learning wall. During the planning stage, teachers use the children's questions alongside the curriculum coverage and skills documents to create clear learning questions, address misconceptions and identify opportunities for assessment. At the end of a unit, children are given time to reflect on their questions from the beginning of the unit and answer them with their new knowledge. Assessment of children's progress is ongoing throughout the year and is recorded on the foundation subjects tracking grid in line with the 'traits of a learner'. 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.

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.

- The Subject Leader (Sam Hall) 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 (books and wall displays)
- attend related inset in order to inform colleagues about new developments, ideas and resources in History

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- audit resources

Written by Nichola Turner February 2018.

Updated by Blake Arrowsmith February 2023.

This policy will be reviewed in January 2024.