

FCJ Primary School



History Policy

Mission Statement

Teach the children with all the kindness and gentleness possible.

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Article 28 - Every child has the right to an education.

The FCJ Governors are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment.



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1 Aims and Objectives

At FCJ, the purpose of our history curriculum is to inspire in our pupils a curiosity and fascination about the interesting and interconnected past of Jersey, Britain and the wider world. We aspire for our children to develop into active learners who not only have a passion for history, but who are equipped with the skills to think and act as historians.

The core aims of our history curriculum are for our children to be able to; ask perceptive questions, to think critically, to weigh evidence and sift arguments and to develop perspective and judgement.

Through the study of history at FCJ, we want our children to be able to begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and the challenges of their time.

Our history curriculum is informed by the Jersey Curriculum and makes strong links to our wider local area to enable children to develop a deep understanding of the rich history of the locality in which they live. This supports our children to develop perspective of how our locality is part of the story of history and helps pupils to gain a sense of their own identity within a social, political, cultural and economic background.

2 Roles and Responsibilities

2.1 The subject leader is responsible for:

- 2.1.1 Preparing policy documents, curriculum plans and schemes of work for History and reviewing changes to the Jersey Curriculum and advising teachers on these.
- 2.1.2 Monitoring the learning and teaching of History and ensuring the continuity/progression from year group to year group. and helping to develop colleagues' expertise in History.
- 2.1.3 Communicating developments in the teaching of History to all teaching staff and the SLT and leading staff meetings and providing staff members with the appropriate training and organising, providing and monitoring CPD opportunities in History.

2.2 The classroom teacher is responsible for:

- 2.2.1 Ensuring the progression of pupils' skills, with due regard to the Jersey Curriculum.
- 2.2.2 Planning lessons effectively, using the school's chosen scheme of work/progression of skills document and ensuring a range of teaching methods are used to cover the content of the National Curriculum/Jersey Curriculum.
- 2.2.3 Monitoring the progress of the pupils in their class and sharing this with parents.
- 2.2.4 Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT and undertaking any training necessary to effectively teach History.
- 2.2.5 Evaluating schemes of work and maintaining the resources required to deliver lessons.

2.3 The SENCO is responsible for:

- 2.3.1 Liaising with the subject leader to implement and develop specialist History-based learning throughout the school while organising and providing training for staff regarding the curriculum for pupils with SEND.



- 2.3.2 Advising staff on how best to support pupils' needs and on the inclusion of History in pupils' learning support plans (LSPs) and Pupil Passports.

3 Teaching and Learning

3.1 The History Curriculum will allow pupils to:

- Gain a coherent knowledge and understanding of Jersey and Britain's past and that of the wider world.
- Inspire pupils' curiosity to know more about the past.
- Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and challenges of their time.

3.2 EYFS End Point:

The EYFS curriculum will enable our youngest learners to experience history through songs, stories and their own imaginative play. History links with areas of the EYFS such as Communication and Language, Physical Development and Personal, Social and Emotional Development.

Explicit links to history are made within the 'Understanding of the World' strands, specifically with the learning about communities:

- Talk about past and present events in their own lives and the lives of family members.
- Explore, observe and find out about people, places, technology and environment.

3.3 KS1 End Point:

By the end of KS1, pupils will have developed an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Our pupils can use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

3.4 KS2 End Point:

By the end of Key Stage 2, pupils will have been taught the knowledge, understanding and skills needed to work independently and collaboratively when approaching a historical enquiry. They will have an understanding of the complexity of people's lives and how they have been affected by the process of change. They will have explored the diversity of societies and the relationships between different groups and the challenges of their time.

Pupils will be able to suggest why there may be different interpretations of events. They will be able to suggest why certain historical events, people and changes might have impacted more significantly than others. They will pose and answer their own historical questions about key events from the past using primary and secondary sources as evidence to justify their opinions. They will be able to make comparisons between life in the past and the present explaining continuity and change.



4 Cross Curricular Opportunities

A high-quality historical experience can only occur if historical skills and knowledge are at the core. To be effective, a cross-curricular approach must both maintain the integrity of the subject and achieve a high level of historical learning. Although we use a thematic approach, we are clear to teach the historical skills explicitly.

5 Planning

History lessons are delivered each year for pupils in KS1 and KS2 – History will be covered for 90 minutes per week for half the academic year (the other half will focus on geography).

The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to the ideas of others and treating these with respect.

Planning of the History curriculum is focussed on creating opportunities for pupils to:

- Learn about local history and how this has shaped our island.
- Develop chronological awareness.
- Explore significant events, people and places and explain the impact they have on our lives today.
- Make connections between time periods, drawing upon contrasts and understanding similarity and difference.
- Respond to evidence by asking and answering historical questions.
- Develop rich historical vocabulary.

Progression of Skills in History will be used to outline the knowledge, vocabulary and skills that will be taught in each unit of work.

Each year History flipcharts and book looks ensure there is clear progression between years. The subject leader will go through the flipcharts of each topic to make sure there is enough challenge and variety of activities.

6 Assessment for Learning

All units will begin with a 'Big Question' (an overarching enquiry question). Pupils will create a mind map at the beginning of each topic to show their current knowledge to serve as an initial assessment for the teacher to identify children's current understanding. This will be built upon weekly in KS2 with the children adding new things they have learned. The children will develop understanding and be able to answer (or reflect upon) the 'Big Question' by the end of the unit of study.

By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and understanding specified in the relevant programme of study.

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Assessment will be undertaken in various forms, including the following: questioning, discussions marking work and pupils' self-evaluation of their work.

6.1 Teachers will also assess pupils through their:

- Sequence the past and use appropriate historical vocabulary.
- Identify the key features/events of past societies or periods and the impact they had on life today.



- Ask and answer questions about the past using a range of sources.
- Organise and communicate their ideas using a variety of methods.
- Recognise that not all accounts of history are the same and to give reasons for this.
- Show a curiosity about the past.

Summative assessments may also be used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the Jersey Curriculum and record assessments using the school tracking system.

Parents will be provided with a written report about their child's progress during the summer term every year and verbal reports will be provided at parents' evenings during the Autumn and Spring terms.

7 Marking

Teacher feedback will be a mix of verbal and written feedback. Work will be marked in line with the school policy, using pink and green highlighting. This enables children to reflect upon their work and make corrections or improvements using purple pen. Questions in marking allow the children to think at a greater depth.

8 Displays

- Displays of work are used to celebrate achievement and support teaching and learning.
- The school promotes displays of work in classrooms and corridors to influence how pupils feel about their environment, promote high expectations and raise self-esteem.

9 Resources

The school has a selection of centrally stored learning materials to ensure that all pupils have access to the necessary resources and the school library contains resources and topic books to support pupils' research.

The subject leader shares appropriate resources, including websites with class teachers and class teachers are required to notify the Subject Leader if learning materials need replacing. The class teachers are responsible for informing the History leader if certain resources are needed a term prior to teaching the project, to give adequate time for resources to be ordered if required.

10 Health and Safety

Risk assessments are required and will be assessed by the classroom teacher and subject leader before trips. The teacher is responsible for risk assessing any activities that require additional safety or risk prevention precautions.

11 Monitoring and Review

The subject leader will monitor History through learning walks, work samples and pupil voice and report to the headteacher and members of the SLT.

The subject leader will write an action plan at the beginning of each academic year and review the progress at during the annual book look, flipchart look (usually at the same time) and at the end of the year. The subject leader will produce a report, using evidence from their action plan, which will be shared with Governors.