



## Jersey College Preparatory School History Policy

Authors:	Katie Walsh
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To be reviewed:	Annually

### College Objectives:

When teaching History at JCP we aim:

- to foster in pupils an interest in the past and to therefore develop an understanding of the present in the light of the past
- to enable pupils to know about significant events in Local & British History and to appreciate how things have changed over time
- to enable pupils to develop a sense of chronology
- to give pupils an understanding of how Jersey is part of a wider global community and has links with other countries
- to allow pupils to gain some knowledge and understanding of historical developments in the wider world
- to allow pupils to develop a range of skills and abilities that enable them to find out about the past and explain what happened and what people then and now think about what happened
- to foster a sense of belonging and shared History in relation to Jersey and the Channel Islands

### Aims of History:

The Jersey curriculum for History aims to ensure that all pupils:

- know and understand the History of the island, 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.

### **Teaching and learning in History:**

At JCP, History is taught within an integrated / topic approach which seeks to maximise cross-curricular links.

A variety of teaching approaches are used:

- teacher presentations, role-play, drama and storytelling, including assemblies.
- question and answer sessions, discussions and debates
- individual, paired and group research including Critical Skills
- investigating artefacts and sources of evidence
- fieldwork, including visits to museums and sites of local historical interest
- guest speakers including eye witnesses

Wherever possible we use first hand experiences as a stimulus for an area of study, including the use of:

- artefacts
- photographs
- visits to buildings and sites of historical interest, which can include Jersey Museum, Jersey Archives and sites such as La Hougue Bie and the Underground Hospital.
- oral accounts from visitors to school
- ICT resources including simulation, census material and audio/visual resources

The above elements are designed to develop the following historical skills:

- questioning
- use of historical vocabulary
- sequencing of events, leading to the development of the concept of chronology
- observing differences overtime
- understanding cause and consequence
- understanding that events may be recorded from different viewpoints and to be able to distinguish the reason for different viewpoints (empathy)
- using a variety of historical source material
- communicating their understanding orally, visually and in writing.

We aim where possible to:

- improve pupils' skills in literacy, numeracy and ICT
- develop pupils' thinking, questioning and investigative skills
- promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- develop pupils as active citizens

We recognise that in all classes there are pupils of widely different abilities in History. We seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of outcomes

- setting appropriately differentiated tasks
- providing differentiated resources matched to the child and the task

**Coverage:**

The History curriculum is based on the revised Jersey Curriculum, which follows the guidelines of the new Primary National Curriculum (2014). Where possible, opportunities for local History have been promoted such as Castles in Year 1, a focus on Gerald Durrell in Year 2, Prehistoric Jersey in Year 4 and the Occupation in Year 6. Teachers are encouraged to visit local sites of interest to link with local topics.

History within the Foundation Stage is covered through the learning area 'Understanding the World'.

**Equal opportunities:**

All pupils have equal access to the History curriculum regardless of gender, ethnicity, culture, religion, language, disability, age and social circumstances.

**Assessment**

To assess pupils' progress in History we:

- gather evidence of what individual pupils know, understand and can do in History by observing them at work, listening to and discussing with them.
- use AFL based techniques as a tool for assessment where appropriate.

**Role of the History Coordinator:**

- Develop, implement and review an action plan for History at JCP.
- Monitor the teaching and learning, and curriculum coverage of History throughout the school.
- Support staff with planning to provide effective learning opportunities for all pupils
- Promote opportunities for the study of local History in the school.
- Evaluate and identify resources for History teaching including ICT resources.

**Review and evaluation**

- This policy was written in June 2014.
- This policy was reviewed and adapted in July 2016.