



# History Policy

## 2024

*Our Mission:*

*'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world.'*





# St. Lawrence Primary School



## History Policy

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).

Articles from the UNCRC which are directly linked to the PSHE curriculum at St. Lawrence School:

### Article 1

Everyone under 18 has these rights.



### Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way (unless it harms or offends other people).



### Article 28

You have the right to a good-quality education. You should be encouraged to go to school to the highest level you can.



### Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.



### Article 22

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

### Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

### Article 30

You have the right to practise your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.



As Duty Bearers, it is our responsibility to teach children their rights. This is done predominantly through PSHE sessions. Children learn about their rights, through their rights and for their rights. Staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability.



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### **Mission**

To develop responsible, independent individuals who (love learning and) have the knowledge and attitudes to be successful in an ever changing world.

### **Ethos and beliefs**

School should be about empowering children to be successful in an ever changing world. By providing rich and memorable learning experiences and engaging our children through hands on activities, we support the development of their skills as well as their knowledge and understanding.

It is important to us that children are able to connect what they do at school to the real world and that they learn how to think creatively and solve problems, both independently and collaboratively. As such, we enable children to take on responsibilities, to make choices about their learning and to find out their own interests and fascinations.

### **Core Values**

#### **Independence:**

- We are confident to be unique
- We respect each other inside and out
- We are happy for our own and for each other's successes

#### **Responsibility:**

- We treat others how we would like to be treated
- We tell the truth
- We care about each other's feelings

#### **Success:**

- We ask questions and figure things out for ourselves
- We listen in a respectful way
- We try our best and learn from our mistakes



### Aims and Objectives

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing them for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In History, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

The aims of history are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial



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### **Planning**

The long and medium-term History planning can be found in Teacher shared, planning. It is the role of the History leader to review the long-term plan, which is reviewed annually.

The requirements in the long-term plan are taken from each year group's Jersey Curriculum objectives.

It is the responsibility of the class teachers to generate the medium-term plan and weekly plans, which are in line with the long-term planning requirements and therefore have clear learning objectives.

### **Marking/ Assessment**

Marking of the children's work is completed in line with the school's marking policy. It is also the responsibility of the class teacher to maintain an overview of each child's progress in History. A variety of strategies including observations, taking photographs, questioning, discussion and marking are used to formatively assess progress against the learnt objectives. This information is used to identify what is taught next.

### **Teaching of History**

To provide adequate time for developing History, skills and understanding, each teacher provides 18 hours per year to the teaching of History. Each teacher will deliver it as they see fit eg; 1 hour per week for ½ a term.

### **Resources**

The school holds a central bank of resources in class, linked to the projects. There are also strong links with Jersey Heritage (Padlet) to arrange trips/visitors and to borrow resources and artefacts. All staff members are responsible for collecting and returning necessary items to the correct place to ensure that resources are easy for all staff to find.

### **Equal opportunities**

All children at St. Lawrence School are given equal opportunities in all areas of History. We are committed to providing all children with an equal entitlement to History activities and opportunities regardless of race, gender, culture or class.

### **Teaching**

#### **Early Years**

History is taught in EYFS as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation Stage, History makes a significant contribution to developing



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a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

### Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

### Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

### Teaching and Learning

At St Lawrence School we use a variety of teaching and learning styles in our History lessons. Our aim is to develop the children's knowledge, skills and understanding in History and we use a variety of teaching and learning styles in our history lessons.

. We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions
- They have visitors from Jersey Heritage to support teaching of some key areas.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

### History in the Jersey Curriculum

#### Subject content



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### Key Stage 1

Pupils should

- develop an awareness of the past, using common words and phrases relating to the passing of time
- 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
- 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
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Charles II and Sir Walter Raleigh, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality. eg Battle of Jersey, Jersey in the Neolithic Period.

### Key Stage 2

Pupils should

- continue to develop a chronologically secure knowledge and understanding of local Jersey, British and world history, establishing clear narratives within and across the periods they study
- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the local Jersey, British and world history, outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

### Changes in Prehistoric Britain

*Examples (non-statutory)*

- Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- Prehistoric Jersey- La Hougue Bie, the Dolmens





### **Ancient Civilisations**

#### Examples (non-statutory)

- The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following
- Ancient Egypt – a study of Egyptian life and achievements
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- Ancient Rome – a study of Roman life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from early Islamic civilisation including a study of Baghdad c AD 900, Mayan civilisation c AD 900, Benin (West Africa) c AD 900-1300, Aztecs

### **Invaders and Settlers**

#### Examples (non-statutory)

- Roman invasion, settlements and withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Viking raids and invasion
- Norman conquest; Battle of Hastings and castles
- Battle of Jersey, Mont Orgueil

### **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. Castles, Victorians, Tudors, German Occupation**

#### Examples (non-statutory)

- Tudors and Stuarts- Local Jersey example; Elizabeth Castle
- Victorians - for example the ship building industry in Jersey
- WW1 - Life in the trenches
- German occupation of Jersey and WWII
- A significant turning point in British history, for example, the first railways or the Battle of Britain

Lessons may be taught as whole class sessions, group activities or individual tasks dependant on the structure of the class and content of the lesson.



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### Spiritual

At St Lawrence Primary School our History Curriculum builds a child spiritually by:

Developing a sense of curiosity and the mystery of how and why events in the past happened.

Raising questions as to what could have happened if events resulted in different outcomes.

Exploring artefacts to give children a sense of the past and aid children in understanding the people who produced and used these objects.

Exploring the role played by important individuals, for good or ill, in the shaping of the world we live in.

Reflecting upon different interpretations of the past and how these interpretations have been arrived at.

### Moral

At St Lawrence Primary School our History Curriculum builds a child morally by:

Encouraging them to consider and comment on moral questions and dilemmas.

Reflect upon events and beliefs in the past that are often considered unacceptable today.

Encouraging children to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions.

Reflecting on right and wrong, in connection with events from the past, linking with the value of justice.



### Social

At St Lawrence Primary School our History Curriculum builds a child socially by:

Exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world'.

Examining how other cultures have had a major impact on the development of 'British' culture.

Encouraging them to build up their own social development through collaborative and team working activities.

Studying social issues.

### Cultural

At St Lawrence Primary School our History Curriculum builds a child culturally by:

Being encouraged to gain an understanding of and empathise with, people from different cultural backgrounds and time periods.

Examining how other cultures have had a major impact on the development of 'British' culture.

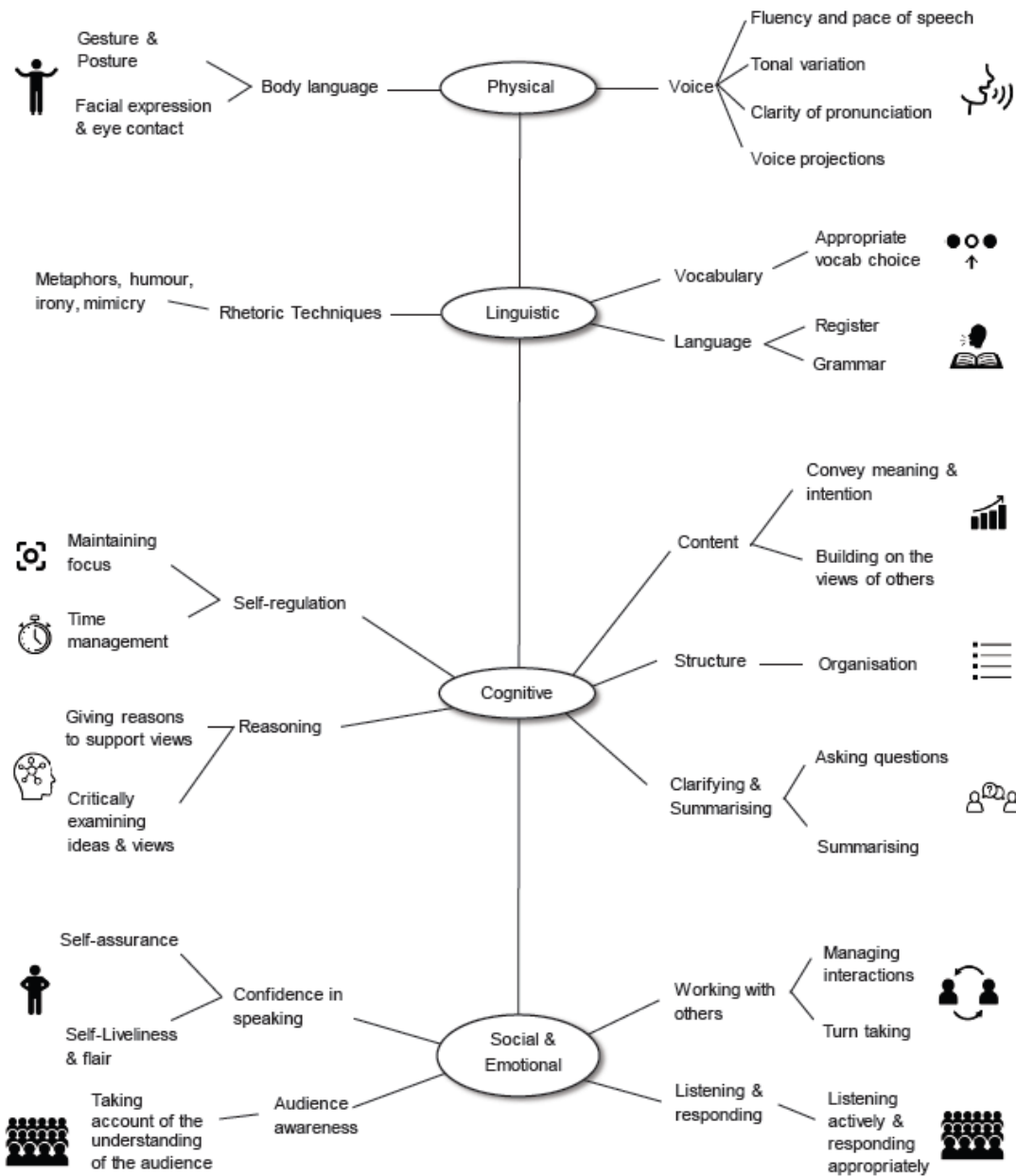
Developing a better understanding of our multicultural society through studying links between local, British, European and world History.

### Oracy in History

#### Oracy Graphic Organiser



“Get talking in class”



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### Sentence Stems for giving feedback

Praise: What have they done well?

Be Specific

Give an example

Why was it good?

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Because you have...</li> <li>• Your work has had the effect of...</li> <li>• You have improved how...</li> <li>• I notice that you...</li> <li>• This means that...</li> </ul> | <ul style="list-style-type: none"> <li>• When you... it made me...</li> <li>• Your use of... in order to...</li> <li>• I enjoyed the part where...</li> <li>• The part where you... has had the effect of...</li> </ul> |
|---|---|

Enhance: What do they need to do to improve?

Be specific

Give an example

Why will it enhance their learning?

Checking for Understanding	Reshaping and Extending Learning
<ul style="list-style-type: none"> <li>• Why did you choose to...?</li> <li>• Can you explain how...?</li> <li>• Prove to me how you came to this conclusion by using...</li> <li>• What effect did ... have on ...</li> </ul>	<ul style="list-style-type: none"> <li>• I've noticed that you haven't...</li> <li>• Can you prove...?</li> <li>• Could you have included...?</li> <li>• Where else could you use... in your learning?</li> <li>• In order to improve your learning, you need to...</li> </ul>

Respond: Show that you understand

Read what you could have done better

Correct the mistake

Show how you now understand

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Thank you, I agree that...because...</li> <li>• I can see why you've said that...</li> <li>• I actually disagree with you because...</li> <li>• I have now... the effect this has had is...</li> </ul> | <ul style="list-style-type: none"> <li>• Now that I've had time to reflect...</li> <li>• I agree with your comment that... because...</li> <li>• Now that you've pointed it out...</li> <li>• You've helped me to understand...</li> </ul> |
|---|--|



### Tiered Vocabulary Wall- A way to organise our words.

Tiered Vocabulary Walls are a way of organising words. The aim of using Tiered Vocabulary Walls is to increase the amount of Tier 2 and Tier 3 words which children hear and use themselves. Tier 2 and Tier 3 words make the most impact on our vocabulary and on our learning. These words need direct teaching in order for them to be understood and used.

<b>Tier 3</b>	<p><u>Subject specific words:</u></p> <p>These will be rare and will be heard within particular contexts or subject areas. These will need direct teaching, such as:</p> <p><i>estuary, alliteration, igneous...</i></p>
<b>Tier 2</b>	<p><u>Focus words:</u></p> <p>These will be common words that are found across subjects. These will need direct teaching, such as:</p> <p><i>contradict, circumstance, precede, retrospect...</i></p>
<b>Tier 1</b>	<p><u>Everyday words:</u></p> <p>These will be basic, everyday words which will be used from an early age. These will be used freely in speech, such as:</p> <p><i>warm, dog, tired, run, table, flower....</i></p>



For example, Tiered Vocabulary for weather could look like:

**Tier 3:** barometer, isobar, celsius, tsunami

**Tier 2:** predict, forecast, breeze, shower, pressure

**Tier 1:** sun, cloud, rain, cold, warm, wind



	<b>Talking like a Historian Sentence Stems</b>	
<ul style="list-style-type: none"><li>• It is similar because...</li><li>• It is different because...</li><li>• <i>Why has...changed?</i></li></ul>		
<ul style="list-style-type: none"><li>• It is different because...and...</li><li>• I believe it is the same, due to....</li><li>• It is important because...</li><li>• I agree / disagree with this source, because...</li><li>• <i>How do the sources suggest...?</i></li></ul>		
<ul style="list-style-type: none"><li>• The most likely reason was...</li><li>• I believe the most important factor is...</li><li>• This reminds me of...</li><li>• During this time, .... remained the same / different, therefore....</li><li>• In my opinion, ...has stayed the same due to the evidence of...</li><li>• <i>How has this event impacts on us now?</i></li></ul>		
<ul style="list-style-type: none"><li>• Based on..., I conclude that...</li><li>• The text stated..., which is why I think that...</li><li>• I can infer that.... because I know that...</li><li>• There is evidence to suggest that...</li><li>• The most significant effect of... was...</li><li>• A further key event was...</li><li>• This demonstrates continuity because....</li><li>• To some extent, the event of... caused...</li><li>• <i>Why is it important to understand traditional / modern concepts through time?</i></li></ul>		



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Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date
0.1	September 2022	Melanie Lowry	Draft	Whole staff		
0.2	April 2024	ML	Oracy	Whole Staff	Whole Staff	April 2024
0.3						