CYRIL JACKSON HISTORY POLICY

VISION & VALUES

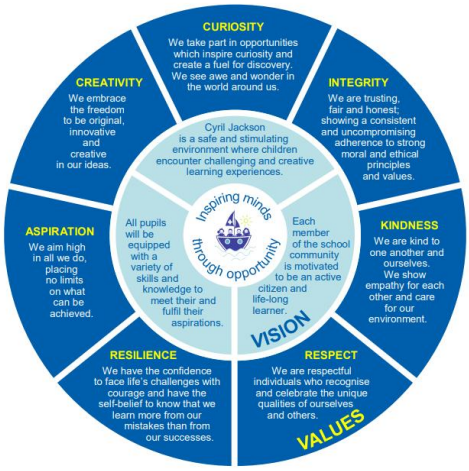
Pupils are curious, empathic, analytical historians who can apply what they have learnt in History to the present day and so help to form the world around them.

They are taught knowledge that inspires them and use historical skills such as chronology, enquiry and investigation to delve deeper into the information they have been provided with. Pupils are autonomous historians who evaluate evidence for suitability to form their own informed perspectives on historical events.

They are encouraged to make links across different epochs through over arching themes such as leadership, equality, conflict and justice enabling them to develop meaningful connections between and across disciplines. Cyril Jackson timelines are displayed in every classroom enabling children to place their learning in context.

When pupils leave Cyril Jackson they will be inspired by significant individuals who have contributed to the world and be motivated by significant historical events both in the local area and the wider world – our pupils will be using what they have learned to shape their own futures.

They will grow up fascinated by history and filled with awe and wonder that will stay with them through their adult lives.



The purpose of this policy is to provide all staff with guidance on all areas of the teaching of History within the school.

1. AIMS

At Cyril Jackson Primary School we aim to help children to develop the knowledge, understanding, attitudes, values and skills that they need to reach their potetial and become independent members of society. We try to help children to reflect on, discuss and consider the many moral, spiritual, social and cultural issues that are part of growing up. This will enable children to:

- Have a sense of purpose
- Value themselves and respect others
- Respond to challenges
- Take an active role in their own learning
- Develop spiritually, morally, socially and culturally
- Understand and manage their emotions;
- Acknowledge and appreciate difference and diversity;
- Be independent and responsible members of the school and the local community;
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Safeguard the environment
- Develop good relationships with other members of the school and the wider community

2. SCHEMES OF WORK

The History Curriculum is planned using the National Curriculum which is then adapted and refined to meet the specific needs of the pupils at Cyril Jackson. We ensure that our curriculum is fit for purpose by addressing misconceptions, being relevant and topical, and linking to other curriculum areas where appropriate. Local History studies are balanced with those further afield to ensure our pupils develop a well-rounded sense of History rooted in comparison and empathy.

The Medium Term planning for each Year Group has been arranged to maximize the benefit of cross-curricular links e.g. teaching the Stone Age unit in Year 3 alongside the Science unit of rocks and soils enables pupils to build on learning from one subject within the other and make relevant connections. In the Foundation Stage, children will be learning History within the context of Understanding the World as identified in the EYFS. All learning intentions will be derived from this document.

3. TEACHING AND LEARNING

Primary education is a critical stage in children's development – it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems, being creative through all subjects, developing their self-confidence as learners and maturing socially and emotionally. At Cyril Jackson we want to continue to focus on raising standards while not being afraid to combine that with making learning stimulating, hands-on and fun. Our goal is to combine excellence in teaching with enjoyment of learning. Therefore:

- All lessons have clear learning objectives and success criteria which are shared and reviewed with the pupils effectively.
- Success criteria is broken down into clearly defined steps enabling pupils to understand the steps needed to acquire a procedural skill, disciplinary skill or piece of substantive knowledge.

- A variety of strategies, including questioning, feedback (both live and after the fact), retrieval activities knowledge organisers, peer and self assessment and pupil voice are used to assess pupil understanding of key concepts before moving on.
- Activities inspire the pupils to think deeply, make comparisons and understand how History has shaped the world we see today; it enables them to raise their own questions such as "Why...?", "How...?" and "What happens if...?". They interrogate facts and form their own opinions.
- Activities develop the procedural and disciplinary skills in History, these are revisted within and across year groups to allow for spaced retrieval.
- Lessons make effective links with other curriculum areas and subjects, especially English, Science, PSHE and Computing.
- Activities are challenging, motivating and extend pupils' learning beyond the classroom through the use of workshops and trips.
- Reading opportunities are taken up at every possibility; every year group has a high quality book pack including core texts and books that can be read alongside these units in story-time.

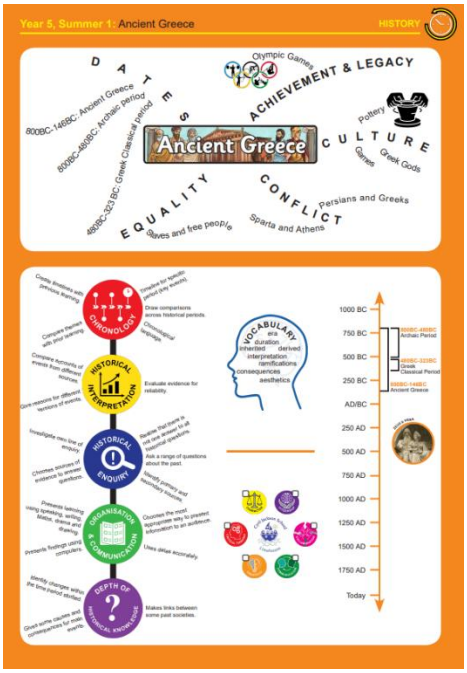
4. EQUAL OPPORTUNITIES

The school is committed to the following:
- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

Cyril Jackson is committed to ensuring that all pupils are able to participate in the curriculum. The SENDcos contributed to the planning process to ensure that the learning is accessible for all pupils. A tailored scheme of learning has been divised by the SENDco and the lead key worker in Elm Class to ensure that the learning is developmentally appropriate for each invidual child (in-line with the guidance from the Department for Education).

5. ASSESSMENT

There is no formal assessment of History in place, as outlined in the statutory guidance, however informal assessments will be carried out by class teachers and pupils, using a variety of tools:
- Knowledge Organisers (see right) to ensure pupils understand substantive knowledge and vocabulary.
- Self and peer assessment throughout a unit of work.
- Questioning in class to ensure pupils have grasped key content before moving on.
- Feedback in books (both live and diagnostic to challenge learners to think more deeply)
- Retreival and recall activities to assess starting points and retained knowledge throughout a unit of work.
- AfL activities e.g. concept cartoons to assess if they can explain and justify their opinions.
- The subject leader will carry out termly book



scrunities to monitor coverage of objectives and quality of teaching. These will then feed into additional support for staff where required and CPD for staff.

- Pupil voice will be carried out by subject leaders to ensure that their intent is being implemented in the classroom and the curriculum coverage is as expected.

6. HISTORY RESOURCES

All classrooms in the school have a timeline displayed on their walls; this is cumulative in the sense that each year group has their own units of studied added to those of the previous year groups. This ensures learning is not overwhelming but that pupils can position a current unit of study against those studied previously. All year groups have been provided with a book pack including core texts for their units of work and supplementary books which can be read to pupils during story-time to further their understanding of a subject area.

Both buildings (North and South) have a cupboard full of resources to support with the teaching and learning of History. This ensures artefacts can be used as secondary sources to inspire and develop 'awe' and wonder' amongst the pupils in class.

In addition, staff are encouraged to order additional resources from the PDC after planning meetings to ensure lessons are supported and abstract historical concepts are brought to life.

7. OUT OF SCHOOL LEARNING

Medium term planning identifies suitable visits and visitors to support the learning objectives for each unit of work. Every year group has a trip or workshop for History in each academic year.

8. TRAINING OPPORTUNITIES

We believe that all staff working at Cyril Jackson are entitled to a framework of support to enable them to develop effectively, confidently and competently within their role. Staff development will raise achievement and improve the learning environment within the school. Support is being offered both from within the school, and through external agencies/institutions.

- PDM opportunities in school for all staff
- Phase development meetings for teachers and support staff to follow up on whole staff CPD
- Training with the borough and alongside other schools
- Subject leader support can come through subject associations and other networks.