



CYRIL JACKSON PRIMARY SCHOOL HISTORY POLICY

VISION:

Cyril Jackson is a safe and stimulating environment where children encounter challenging and creative learning experiences.

Each member of the school community is motivated to be a life-long learner.

We will equip everyone with the skills to achieve their full potential in a climate of mutual respect and personal responsibility.

STATEMENT OF AIMS:

To provide a supportive, stimulating environment in which each child is enabled and encouraged to attain the highest standard of achievement of which he or she is capable.

To ensure that the curriculum is broad and well balanced following all subjects in the National Curriculum.

To value each individual's contribution irrespective of race, gender, religion or ability.

To encourage children to be aware of their behaviour and how it affects other people.

To recognise that children have a variety of special needs and endeavour to provide appropriately for the needs of individuals.

To ensure that the curriculum reflects the richness of our multi-cultural society.

To foster and build on relationships with parents, governors and the wider community.

To provide a planned process of staff development.

INTRODUCTION:

History can mean two things; the past and the study of the past. The past influences all our lives. It shapes customs and beliefs of the communities to which we belong. Learning about the past and methods used to study it helps children make sense of the world in which they live. History is about people and relates to the study of their development over time. It is the actual record of what has happened and why.

AIMS OF HISTORY

The aims of teaching history are:

- To discover that all events, people and objects did not live, happen or occur at the same time. Some are older than others.
- To discover that not everything that existed in the past was the same: that many different types of peoples, events and objects live, occurred and existed.
- To discover there are ways of finding out about the past by using evidence from different periods and sources.
- To develop a set of life long skills that enable children to find out about the past.

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.

(See Equal Opportunities Policy and Racial Equality Policy)

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.

As Cyril Jackson we want to continue to focus on raising standards while not being afraid to combine that with making learning fun.

Our goal is to combine excellence in teaching with enjoyment of learning.

(See Teaching and Learning Policy)

TEACHING APPROACH TO HISTORY

Discussion forms an important part of teaching History today because children are able to form and develop opinions. History comes alive as children debate and question a perspective, rather than consuming mere facts. In any class, children may work as individuals, in groups or as a whole class, as is appropriate to the children and to the activity. An important element is the children reporting their findings back to the whole class.

KEY STAGE 1

At KS1 pupils are introduced to the idea that there has been a past and they are guided towards the understanding of time and chronology. History is taught through cross curricular topic work with strong Literacy links. During 'Black History month' children have the opportunity to explore stories from African heritage and eminent ethnic minority people from the past and present.

Children will be taught about

- Changes within living memory

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- Events beyond living memory e.g. 'The Great fire of London'.
- The lives of significant individuals in the past
- Significant Historical events.

KEY STAGE 2

In Key Stage 2 pupils should be taught about important episodes and developments in Britain's past and is taught chronologically from the Stone age through to Modern times. They should have opportunities to investigate local history. They should be taught about ancient civilizations and the history of other parts of the world. They should learn about changes in everyday life over long periods of time. During 'Black History Month' children have the opportunity to learn about significant historical events such as apartheid, slavery and immigration. Eminent ethnic minority people from the past are also explored through topic work.

ATTITUDES AND SKILLS

Children are encouraged to develop:

- An awareness of the world around them.
- An understanding of attitudes, actions, ideas and beliefs.
- An interest in the past.

We also seek to encourage children to develop the following skills:

- empathy
- interpretation of secondary and primary sources
- historical enquiry
- chronology
- communication history dramatically, verbally and normatively
- research.

PLANNING AND ORGANISATION

The school follows specialised schemes of work that have been developed for the school. The schemes show the skills that need to be developed through the school and show clear progression. History is taught across the school in the Autumn term.

DIFFERENTIATION

All children will receive the same experiences, but care will be taken to ensure that activities are appropriate to each child's level of skill and understanding.

STATEMENT RE: SCHEMES OF WORK:

Schemes of work show how the National Curriculum programmes of study and attainment targets can be translated into a practical plan.

We use the QCA Guidelines to inform our short and medium term planning, by building upon the Schemes of Work we have adapted, to suit the needs and backgrounds of the children, including EAL and SEN learners. As children progress, the topics chosen for study, fieldwork or visits should develop from familiar, concrete, local contexts to wider, more complex issues further a field. There will be opportunities for children to work in a number of different ways according to the subject matter being covered and the planned learning objectives.

Below is an overview of History topics taught at each year level.

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Cyril Jackson Primary School Curriculum Overview

	Autumn Term			Spring Term		Summer Term	
	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Year 1	History Ourselves Change within living memory: When parents were young.	BHM Stories from different cultures.	History Toys Why is the Wii more fun than grandma and Granddad's old toys?	Geography Barnaby Bear in Tower Hamlets	History What was the Great Fire and why do we remember it?	Geog/History Why do I love to be beside the seaside?	Geog/History Why do I love to be beside the seaside?
Year 2	History Famous Victorians Link to a Scientist	What did Mary Seacole achieve?	History Victorians- What was daily life like during Victorian times?			Geography Contrasting localities- Our local area and Alaska	Geography Contrasting localities- Our local area and Alaska
Year 3	History Changes in Britain from the Stone- age through to the Iron Age.	Did Mahatma Gandhi make the world a better place?	History What impact did the Roman Empire have on Britain?			Geography Contrasting localities- Our local area and a rural environment.	Geography Contrasting localities- Our local area and a rural environment
Year 4	History Where and why did the Anglo-Saxons and Scots settle in Britain?	Did Nelson Mandela make the world a better place?	History The Viking and Anglo Saxon struggle of the kingdom of England through to the time of Edward the confessor.			Geography St Lucia	Geography St Lucia
Year 5	History World war 2	Immigration	History Early Islamic Dynasty			Geography Investigating Rivers	Geography The mountain environment.
Year 6	History Ancient greece	Why should the world be ashamed of slavery?				Geography/History China and the Shang Dynasty	Geography/History China and the Shang Dynasty

ASSESSMENT:

Learning must be focused on individual pupils' needs and abilities. Assessment for learning is a powerful tool for making sure that learning fits individual needs. A focus on individual children will help to mainstream support for children with particular needs.

Assessment opportunities must be integral to History teaching. A mind-map should be used at the start of each topic to assess starting points. There should be regular opportunity for these to be added to as the topic progresses. A 'creative outcome' should be planned for the end of each topic. This is an opportunity for children to show what they have learnt through an outcome of their choice e.g. a song, piece of drama or a diary entry.

MONITORING AND EVALUATING:

Each class teacher is responsible for the implementation of History within his or her own class. The development of History will be monitored through partnership teaching, observations, staff training and monitoring of planning, children's books and displays.

RESOURCES:

The school's resource base contains a range of artefacts as well as published materials. The new resources enrich and stimulate children's historical enquiry. Resources held include artefacts, primary and secondary source documents, photographs, costumes, DVD's, audio tapes and computer software. History resources are stored in the cupboards on the ground floor of the North Building for years 1-4 and in the Mezzanine in the South building for years 5 and 6.

TRAINING OPPORTUNITIES:

We believe that all staff working at the school 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.

OUT OF HOURS LEARNING:

Children across the school will complete History homework as part of their 'family homework' in the Autumn term, to reinforce knowledge and understanding of History concepts taught in class. Outcomes will be displayed in classrooms and outstanding outcomes will be displayed in a cabinet in the North and South building entrances.

PARTNERSHIPS:

Many of the History topics taught across the year groups involve trips into the local and wider London areas. For example year 3 children will be visiting 'All Hallows by the Tower' in Tower Hill to take part in a Roman day. Year 2 have the opportunity to visit the 'Ragged School museum' to experience a Victorian school day. Black History month provides a range of different learning opportunities and experience for the children through outside agencies such as 'Chinwag theatre' and the 'Freshwater Theatre Company.'

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