

Plat Douet School History Policy



September 2025

At Plat Douet School every learner is entitled to a curriculum rich and varied, challenging and inspiring, which enables every individual to reach their fullest potential to the highest possible standard and allow all pupils to 'be the best they can be'.

Vision Statement

At Plat Douet School, we believe that History shapes understanding of the present and informs our future. Our curriculum is designed to ignite curiosity, deepen chronological knowledge, and foster critical thinking. Through a range of engaging, inclusive and enquiry-led experiences, children explore the lives, stories and contributions of individuals and civilisations—locally and globally—so that they grow into reflective, informed and responsible citizens of the world.

Introduction

History is a foundation subject within the Jersey Curriculum. The aims of teaching History at Plat Douet School are consistent with our school philosophy and take account of the Jersey Curriculum and the Programmes of Study.

The 3I's

Intent

Our intent is to provide a meaningful, inclusive and progressive History curriculum that brings the past to life for all children. We aim to:

- Develop pupils' chronological understanding and historical curiosity.
- Equip children to ask perceptive questions, think critically and make connections across time and cultures.
- Ensure pupils explore local, national and global history with an appreciation of diversity and change.
- Promote enquiry-based learning that challenges interpretations and builds investigative skills.
- Celebrate the stories and contributions of significant individuals and groups, including underrepresented voices.

Implementation

We implement our intent through a carefully sequenced and engaging curriculum underpinned by the Jersey and National Curriculum. This includes:

- Termly topics planned in collaboration with teachers and the subject lead, linked to pupil interest and cultural relevance.
- Lessons that follow a clear skills progression, developed from EYFS through to Key Stage 2.
- A strong emphasis on cooperative learning, with each History lesson including structured, inclusive interaction using the PIES principles.
- Regular enrichment opportunities including trips, visitors and handling artefacts, to make learning real and memorable.
- Purposeful use of oracy and digital tools to support historical enquiry, debate and presentation of knowledge.
- Integration of History across the wider curriculum, including English, Geography, Art and Drama.

Impact

The impact of our History curriculum is demonstrated by:

- Enthusiastic, thoughtful learners who can confidently discuss historical events, figures and concepts.
- Evidence of skill progression in books and through pupil voice, monitored by the subject leader.
- Children who understand that history is not just about facts but about perspectives, narratives and relevance.
- Rich cross-curricular links that deepen historical understanding through storytelling, debate and creative expression.
- Pupils who see themselves as historians—curious, analytical and able to reflect on how the past continues to shape our lives today.

Key Stage 1 and Key Stage 2

In History, children make progress and develop their knowledge, understanding and skills from one key stage to the next using five key elements. These are:

- chronology
- range and depth of historical knowledge and understanding
- interpretations of history
- historical enquiry
- organisation and communication

Learning about history offers the children the opportunity to:

- gain an understanding of the past, with relation to themselves, their families, community and the wider world
- consider how the past influences the present

Foundation Stage

Knowledge and understanding of the world is taught within the Foundation Stage.

Aims

- Learning should be varied and promote historical interest and enquiry
- Develop a sense of chronological understanding relating to major historical periods, events and people
- Pupils should have access to a range of resources to aid and develop historical enquiry
- Identify different ways in which the past is represented
- Learning covers local, national and world history
- Learning incorporates trips and visitors, at least once per term
- Skill progression is considered in planning and evident through books and pupil voice

Planning the History Curriculum

Long term Planning:

In collaboration with the Subject Leader, the long term vision was discussed and topics were decided based on Teacher experience and interest and what the children would be interested in.

Medium Term Planning

At the beginning of each term when History is taught, in each year group, the class teacher will plan each unit based on the Jersey and National curriculums and the school History long term plan.

Short Term Planning

Short term planning, which is carried out weekly, should identify the intended Historical Learning Intentions, activities and resources. Skill progression should be evident and the skill progression overview will be referred to by the subject leader at this stage. Class teachers can share queries/ questions with the subject leader.

Health and Safety

The Class teacher is responsible for the health and safety of themselves, classroom assistants, visitors and pupils within the class. We aim to encourage children to partake in fieldwork but we must advise them about how to act responsibly. Appropriate levels of supervision will be maintained for all out of school activities.

Where children are to participate in activities outside of the school, each class teacher must carry out a Risk Assessment prior to the activity, to ensure that reasonable measures have been taken to ensure the activity

is safe and appropriate for all pupils. The Risk Assessment should be emailed to the Headteacher and taken on the trip by class teachers.

Teaching and Learning Approaches

A variety of teaching and learning approaches should be used during History activities:

- Whole-class, group, paired and independent work
- Enquiry-based research activities
- Opportunities to ask and answer questions
- The use of a variety of resources such as artefacts, pictures and photographs
- Role-play and discussions
- Presenting findings to the rest of the class
- 'Real' historical activities i.e. trips and visitors

Cooperative Learning

In History, lessons will be taught utilising cooperative learning approaches. Teachers know and apply their understanding of the PIES principles that underpin cooperative learning:

- (P) Positive Interdependence –**children feel on the same side and that they need each other;**
- (I) Individual Accountability -**children feel they can't hide-** they are required to participate;
- (E) Equal participation -**children feel equal status;**
- (S) Simultaneous Interaction high % of class active -**children feel engaged;**

Teachers use at least one planned cooperative learning structure per History lesson. This is recorded on the MTP planning.

- Teachers use a wide range of structures when teaching History.
- The structures used match the type of learning- see page 6.24 of Kagan Cooperative learning book.
- During lessons, teachers will also use quick unplanned structures. *For example ask a question, give children think time and then select a simple known structure such as RallyRobin or A's tell B's.*
- Teachers to adopt a no hands up approach in their classrooms.
- Teachers stop and fix a structure as needed.
- Children are placed in heterogeneous teams of 4 based on achievement levels, gender, personality and other factors.
- Children know their 'face partner' and 'shoulder partner' using these partners for verbal responses.

High Impact:

Where applicable, IT should be used to enhance and support teaching and learning of History at Plat Douet School. The High Impact guides are on the One Drive and should be added to short term planning where applicable.

Oracy:

Oracy strategies applicable to the Key Stage should be used to encourage talking, discussion and debating skills.

Inclusion

- We are committed to providing effective learning opportunities for all pupils and apply the principles for inclusion to planning and teaching.
- Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs, disabilities, as well as different social, cultural and ethnic backgrounds.
- Teachers will be aware of overcoming the potential barriers to learning and assessment for individuals and groups and respond accordingly by making effective provision and liaising with appropriate staff.

- We are committed to the principle of equality of opportunity, and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

Assessment, Recording and Reporting

- Teachers assess the children's work in History by making informal judgements as they observe during lessons and by carrying out formal assessments of work, gauged against specific skill based learning objectives and learning objectives set out in the curriculum.
- Children work individually, in pairs or as part of a group. All children's work is marked in accordance with the school's marking policy.
- Subject Lead to carry out 'Pupil Voice' to assess learning opportunities and skill progression of pupils in Year 1 to Year 6.
- Subject Lead to monitor the 'Year 1 to Year 6 Trips/Visitors spreadsheet' as an overview of trips and visitors opportunities throughout the year.
- A reference to the pupils' learning and progress in History may be commented upon by class teachers in the written report to parents.

Cross Curricular Links

- Through the Hampshire English scheme, pupils have many opportunities to draw upon their History topic through focus stories and planning around the History topic.
- ICT can be incorporated into History through the use of computers and ipads for research and presentation of findings.
- Geography feeds into History by locating historical sights, known persons and places around the world.
- History topics can also be encapsulated through Music, Drama and Art.

Monitoring and Reviewing of Learning

Monitoring is undertaken by the History Subject Leader and is based on the coverage of the Long term plan, short term planning, the 'Year 1 to Year 6 Trips/Visitors spreadsheet' and through pupil voice. The Subject Lead will complete a 'book look' twice per year (as per the yearly overview). All monitoring of History completed by the Subject Lead is outlined in the subject's yearly overview.

The Role of the Subject Leader

The History Subject Lead is responsible for reviewing all aspects of the History policy, planning, ordering of resources (including Town Library boxes) and learning opportunities. Staff should refer to the Subject Lead for advice and support. The History Subject Lead should ensure class teachers are aware of their responsibilities including the completion of Town Library books request forms and arranging and recording trips and visitors linked to the topic.

Resources

Shared History resources are stored in the Topic boxes located in the corridor opposite the KS1 Reading Resource room. Town Library boxes will be ordered by the Subject Lead to be shared by each year group.