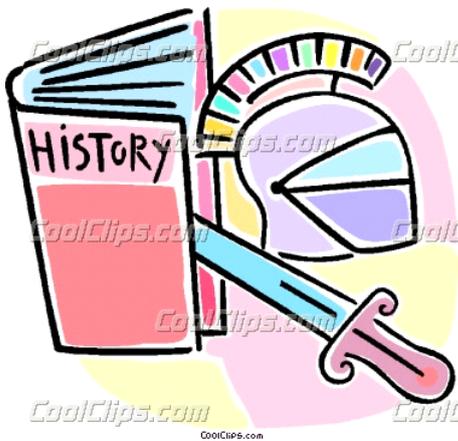


Netherthorpe Primary School



History and Geography Policy

Purpose of Policy

History and Geography are foundation subjects in the National Curriculum. This policy forms the basis in which we map out the statutory requirements for the teaching and learning of History and Geography in KS1 and KS2 at Netherthorpe. It will outline the purpose, nature and management of Humanities in our school and inform staff of expectations.

The policy reflects the school's vision and key drivers: Developing communication and enquiry skills and Global citizenship, as well as the schools aims and values which support effective teaching and successful learning for all.

All staff are aware of their role in providing purposeful, stimulating and challenging topic coverage of History and Geography from Foundation through to year 6.

Aims and Outcomes

History

History fires pupils' curiosity about the past and the wider world. Children will consider how the past can influence the present as well as the future. It develops a chronological framework for children's knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society.

Teachers are responsible for the implementation of history effectively and to assist pupils to:

- Develop chronological understanding of periods of time
- Increase knowledge and understanding of key events
- Know about famous people who have influenced the course of history
- Recognise that the past is represented and interpreted in different ways
- Be able to use a range of sources to select and record relevant information
- Develop a range of skills.

Geography

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem solving skills both inside and outside the classroom. In addition geography helps shape thinking about the future.

Teachers are responsible for the implementation of Geography effectively and to assist pupils to:

- gain a coherent knowledge and understanding of Britain's past and the wider world.
- be inspired to know more about the past.
- be equipped to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.
- understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- be curious and fascinated about the world and its people in a way that will remain with them for the rest of their lives.
- be equipped pupils with knowledge about diverse places, people, resources and natural and human environments.
- gain a deep understanding of the Earth's key physical and human processes.
- develop a growing understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Develop geographical knowledge, understanding and skills that will allow pupils to explain how the Earth's features at different scales are shaped, interconnected and change over time.

These aims and outcomes have been taken from the Department of Education History and Geography programmes of study.

History and Geography and the Primary Curriculum

History and Geography is taught through a thematic approach and in accordance with the requirements of the National Curriculum. It is taught in blocked units as a 2 year rolling programme in KS1 and a 4 year programme in KS2. Cross curricular links are identified so that the children can enjoy making links, drawing up on prior learning and applying prior knowledge to lessons and activities.

Breadth and Balance of Humanities

The skills and breadth of study for geography and history are based on the National Curriculum 2014 programmes of study. In the Foundation Stage, geography and history learning is developed within the Understanding of the World strand of

Development Matters. In Key Stage 1 geography and history are taught in a clearly identified way within thematic areas of study.

In Key Stage 2 history and geography are taught within thematic units with either a geographical or historical basis. Most of these themes have been adapted to make links with other foundation subjects so that elements of literacy are taught using history and geography context. When relevant, however, aspects of history and geography are taught separately.

The role and responsibility of the subject leader

The subject leader is responsible for the maintenance and development of geography and history. The history and geography subject leader is responsible for ensuring quality and raised standards in the subjects by:

- Playing an active role in the development of history and geography
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils work (book scrutiny's), pupil's views on the subject, displays, teacher's planning and informal lesson participation/observations.
- Developing the progression map for geography and history skills
- Auditing, ordering and replacing resources
- Attending relevant INSET training

Equal Opportunities and Inclusion

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible to fulfil their potential in the following ways:

- Ensure all children are given an equal opportunity to maximise their learning, regardless of age, ability, gender, ethnic diversity, religious belief, disability or talent.
- Provide activities in and outside the classroom that encourages full and active participation by all children, matched to their prior knowledge, understanding and experience.

- Where possible ensure equal emphasis is be given to the roles of both men and women in society, at all levels of teaching and learning in the Humanities program of study.
- Make every effort to ensure that activities are equally interesting and stimulating to both boys and girls.
- Observe the commemoration of Remembrance Day and Black History/World history day.
- To be aware about different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time
- To use materials for teaching which avoid stereo typing, and bias towards race, gender, role or disability

Teaching and Learning

This should encompass the Teaching and Learning Policy, providing effective teaching, creating successful learners and provide conditions for a successful learning environment through our planning.

Children will play an active part in their learning by displaying the use and development of learning muscles:

- **Be curious/Enjoy learning** - Being motivated, curious and show self-belief.
- **Have a go/Be co-operative** – Taking opportunities to learn with and from others and showing flexibility in their learning.
- **Don't give up/Concentrate** – perseveres with difficult tasks, adopting various learning styles.
- **Keep improving** - Reflecting on their work and look back over work and check for improvements.

When appropriate, at least annually, a whole school key stage study takes place and learning is shared across school with parents.

A variety of approaches will be used to cater for differing learning styles, visual, auditory and kinaesthetic:

- Story
- Timelines
- Individual/group/class projects
- Classroom displays
- Role play and drama
- Artwork/model making/craftwork
- Map work
- Use of photos, artefacts and other resources
- Site and educational visits
- Problem solving/debates/reconstructions
- Philosophy for children

Assessment, Recording and Reporting on Progress

As part of the learning process children will discuss, with their peers, and or with a relevant adult the outcomes of their learning, its merits and the ways in which it can still be improved.

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work. Teaching needs evidence of achievement can be obtained by direct observation of children at work, questioning, work samples, dialogue with children and photographic evidence of activities taught through various units of work.

At the beginning of each unit history and geography unit/theme teachers will ascertain children's prior knowledge by asking and recording as appropriate, what children know and what they think they would like to find out more about. These findings are included in subsequent planning. Key elements are assessed at the end of study and evidenced in the following ways:

- PowerPoint presentations
- Oral presentations to other year groups.
- Work in children's books
- Displays across school
- Videos of children's learning

The History/ Geography subject leader will monitor progress by:

- Informal discussions with teachers, support staff and children.

- Book scrutiny
- Lesson observations with support of SLT
- Learning walks
- Children's questionnaires
- Displays

Children

In EYFS, children are encouraged to develop characteristics of learning associated with enquiry, practical investigation and oral communication.

KS1& KS2 Children are expected, as in other subjects, to be assessing their own and partners learning as a continuous and ongoing process.

In the Foundation Stage, teachers take photographs, make observations and keep a record of learning by the children.

Information on a child's progress in geography and history will be communicated to parents, in a written report at the end of each school year.

As part of the learning process children will discuss, with their peers, and or with a relevant adult the outcomes of their learning, its merits and the ways in which it can still be improved.

Teachers

Teachers are expected to draw on the children's verbal skills; encouraging description, explanation and opinions.

Resources

Resources are available for each Key Stage, with any new purchases made when budgets are available. Staff make requests for resources to aide in the effective teaching of topics throughout the year.

Review

This policy will be reviewed by staff and governors at the end of the 2017 academic year to ensure the effective teaching and learning of History & Geography across, EYFS, KS1 and KS2.