

St Augustine's Catholic Primary School

History & Geography Policy

Agreed by Governors: March 2021

To be reviewed: March 2022

Mission Statement

*As one family working together
to be the best that we can be,
we live, love and learn with Jesus.*

The rationale of teaching History and Geography at St Augustine's is to kindle and nurture children's curiosity about the past in Britain and the wider world and to stimulate an enthusiasm for explaining the relationship between the earth and its people.

History teaching offers opportunities to develop children's sense of identity. A knowledge and understanding of the past helps them to value their own and other people's cultures. We teach children to understand how events in the past influence current events. Investigation of past events helps children to develop the skills of enquiry, analysis, interpretation and problem-solving. Links with other subjects are made to enhance the skills learnt.

Geography enables children to understand our world through the use of maps, investigation of resources and experiences. Work in Geography involves learning about the physical and social aspects of the local area and relating this to other places and cultures. The purpose of geographical understanding is to empower pupils to take responsibility for their role in society by assessing factors that affect the environment.

Aims

1. to reflect St Augustine's Mission Statement
2. to develop a body of knowledge about the past and its relation to present society
3. to learn about history through the use of investigative, analytical and communication skills
4. to develop geographical knowledge and understanding
5. to undertake a range of geographical enquiry
6. to develop a sense of awe and wonder for physical and human process.

Objectives

The children will:

- 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 necessary to communicate their knowledge and understanding
- develop skills which enable them to develop their knowledge and understanding of places
- undertake geographical enquiry both inside and outside the classroom
- develop an understanding of the patterns and physical and human processes which enable us to make a sense of place

- develop knowledge and understanding of environmental change and sustainable development
- develop a sense of their own identity and place in their local environment as well as in the world.

Teaching and Learning Styles

History and Geography teaching approaches are varied and balanced. Children need to study and interpret primary and secondary sources through a range of media. Whenever possible, learning situations will be provided which include visits to local sites of interest within Handsworth and Birmingham. Artefacts are incorporated to develop and grow an interest in areas of study. Opportunities are provided for children to engage in drama and role play to develop their interpretation and understanding of historical events and local and global events. Children are encouraged to discuss and respond to questions such as: 'What might have happened?', 'What is this place like?', 'Who lives here?' and 'How do things change?' Enquiries and case studies are used to develop analytical skills, imagination and the ability to draw conclusions. Technology is increasingly incorporated to enhance the learning experience, produce and present their learning in different ways and allow children the opportunity for collaborative learning.

Curriculum Planning

Using the National Curriculum guidance, History and Geography are planned to ensure clear objectives, continuity and progression through the curriculum. Full use is made of resources available in the local area. All teachers have provided input and contributed to the development of the schemes of work for History and Geography.

The planning of these subjects involves three phases. The long term plan outlines the topics used each term. Medium term plans identify learning objectives and outcomes for each unit and suggest activities and tasks for each Key Stage. Learning objectives are designed to match the children's developmental ability. History and Geography are linked with the skills and good practice of other curriculum areas. There is a close liaison with all aspects of the English curriculum. The children develop an interest in non-fiction. They also experience writing in different genres. Speaking and listening skills are enhanced through presentations of geographical and historical research to the class. The use of IT is fully integrated into the subject. There are also links with Mathematics through investigating money, solving problems and collating information. These plans are regularly reviewed and interwoven with the school improvement plan. Short term planning is the responsibility of teachers who take into account the medium and long term planning. The objectives for each lesson are shared with the class.

Foundation Stage

The teaching of History and Geography in this stage takes account of the relevant curriculum criteria for knowledge and understanding of the world. "Curriculum Guidance for the Foundation Stage" identifies stages of progression which encompass elements of History and Geography. The children explore the present and past of their own lives and their families. They are encouraged to ask questions and act out scenarios through role play. There is emphasis upon the use of sources that the children can see, touch and hear. Development of a sense of time

depends upon integration with the other five areas of learning in the Foundation phase. The use of a two year rolling programme ensures that there is a progressive development of skills.

Inclusion and Diversity

Throughout the teaching of History and Geography, children are encouraged to talk and work in mixed ability pairs as this enables all children to participate in lessons and promotes the inclusion of children with special educational needs and disabilities (SEND), children who come from disadvantaged backgrounds and children who come from a family where English is an additional language (EAL).

Teachers cater for a wide range of abilities by setting differentiated tasks to meet the particular learning needs of pupils. When appropriate tasks, are further broken down into small steps to give pupils achievable goals. More able children are given open ended tasks and opportunities for further research and more challenging study. If possible children are allocated additional support.

All children have equal access to the curriculum regardless of race or gender. The multi-cultural nature of society is taken into account when planning the curriculum.

Assessment

Assessment takes place during the day to day learning in the classroom. It is a continuous process that identifies pupil progress. Various ways of recording eg writing and presentations, enable children to express their understanding. Children are aware of the lesson objective(s) when assessing their own work. This helps them to understand their strengths and makes them aware of their own progress. On completion of the objectives and accompanying tasks, the teacher marks whether or not the learning objective has been achieved. These formative assessment methods affect subsequent History and Geography planning.

Resources

Medium term plans highlight resources available to staff and themed resources boxes are available for a range of topics. Please consult the subject leader for details.

Monitoring and Evaluation

Formative assessment is used to guide the progress of individual pupils in History. This is carried out by informal or formal observation and by different kinds of discussion. This on going assessment can be between teacher and child or pupil discussions. All children are encouraged to reflect upon their work and to consider whether it has met the shared objective of the lesson. Peer group appraisal can make a major contribution to determining progress.

MONITORING AND EVALUATION

This policy will be reviewed regularly by staff and governors or earlier if local or national directives are received.