

Phoenix Infant and Nursery School



History and Geography policy

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Geography policy

Rationale

This policy explains our approach to the teaching of humanities and the contribution it has to our curriculum at Phoenix. This policy will assist teachers in their planning and delivery of History and Geography.

The study of humanities is vital in the development of children's knowledge and understanding of the world in which they live in.

At Phoenix we believe in a hands-on and cross curricular approach that helps children deepen their understanding of these subjects.

Intent

The humanities policy is consistent with the philosophy and aims of the school as expressed in our school prospectus and on our website. There are also some aims specific to the key subjects of this policy.

History

- To develop interest and enjoyment in learning through cross curricular experiences.
- To enable children to gain knowledge and understanding about historical periods, significant events in the past and the lives of people in the past to appreciate how things have changed over time.
- To develop a sense of chronology.
- To help children develop a sense of identity by gaining knowledge about their society and their place within it.
- To develop children's historical enquiry skills through using and evaluating artefacts and evidence, and through the asking and answering of questions.

Geography

- To foster children's interest in the wonder of the world.
- To develop geographical skills in order for children to carry out geographical enquiries.
- To help children make sense of their surroundings through learning about locality and community cohesion.
- To develop positive attitudes and a sense of responsibility towards the environment.

Implement

Teachers at Phoenix carefully plan the curriculum to ensure that children have full benefit of their time here. The long term planning identifies the topics to be taught throughout the year. A copy of this for Key Stage 1 can be found at the end of this policy. Medium term planning gives more detail into each topic and identifies the learning objectives that will be covered.

Children in the Foundation Stage are taught through the Early Years Foundation Stage curriculum. History and Geography are interwoven into the different areas of learning. Topics within the Foundation Stage are planned

based on the children's current interests so change from year to year. When planning, teachers ensure that these topics cover all areas of the curriculum.

Teaching and Learning

At Phoenix we use variety of teaching styles and active and interactive approaches to ensure the curriculum is stimulating and exciting for the children to learn. Wherever possible, we use real artefacts and hands-on experiences. Teachers plan their lessons very carefully and with the needs of the children as their main focus. Opportunities for differentiation are included to ensure the needs of all of the children are met. History and Geography may be taught as discreet subjects or as part of a themed approach according to the subject matter. Teaching will take place as a whole school, class or group as appropriate. ICT will be used to enhance the learning of the children; this will include the internet which will give children opportunities to research a subject in greater detail.

Learning Environment

The learning environment at Phoenix celebrates children's achievements and teachers like to share these in stimulating ways, such as displays. Displays are also used to enhance children's learning further and consolidate previous learning. The school grounds (including areas such as Mrs Cassidy's garden) are used to help children develop respect for their learning environment and to learn how they can maintain and improve areas.

Assessment

Assessment for Learning will underpin learner development in History and Geography. Teachers will use formative assessment based on the learning objectives and sticky knowledge of lessons taught.

Cross Curricular Links

Teachers are encouraged to include links to other subjects within their planning and teaching of History and Geography. These may include Literacy through the use of writing or drama, Art and Design or Computing. The application of literacy skills is monitored and assessed through children's cross curricular writing and target stamps are used as a form of marking.

Impact

- Children will know more, remember more and understand more about History.
- Children will understand and use the key skills of chronological understanding, Knowledge and understanding of events in the past.
- Children will retain knowledge that is pertinent to geography with a real life context.
- Children will understand how geography 'happens' in their local area.
- Children will have a good understanding about the world around them and how it has been shaped.

- Children will learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Monitoring and Evaluation

As part of the monitoring and evaluation cycle at Phoenix Infant and Nursery School, History and geography teaching, and the progress of children will be monitored and the findings given to staff. The cycle is reviewed and planned by the Senior Management team at the beginning of each academic year. Monitoring will take the form of:

- Observations
- Work scrutiny
- Displays
- Teacher assessments
- Discussions with children
- Lesson drop-ins

The humanities co-ordinator is responsible for keeping staff up to date with any curriculum developments and how to incorporate these into their practice.

Reporting

Meetings with parents are held twice a year where information about their child's knowledge and understanding of humanities will be shared. The work children have covered throughout the year and the skills they have obtained will be shared through an annual report, sent out in July.

Equality of Opportunity

At our school, we provide access to our curriculum regardless of ability. We provide learning opportunities that are matches to the needs of the children whatever their learning needs. In some instances this may mean altering provision – ICT can have a considerable impact on the quality of work that children produce; it can increase confidence and motivation. When planning work across the curriculum we take into account children's individual targets, as well as targets in the children's Individual Education Plans (IEPs). Furthermore, we recognise the need for all of our children to succeed and that gifted and talented children need to be provided with a curriculum which is challenging and appropriately matched to their abilities. Humanities will be taught in accordance with the school's ethos of equal entitlement of all children to a broad, balanced and exciting curriculum regardless of physical ability, race, cultural or religious background.

British Values

At Phoenix we are committed to serving the community. We recognise the multi-cultural, multi-faith and ever changing nature of the UK. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing

to unduly, or illegally, influence them. The government set out its definition of British values in the 2011 Prevent Strategy. As well as actively promoting these values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

Our general duty is to:

- Eliminate unlawful discrimination, victimisation and harassment
- Advance equality of opportunity between those with protected characteristics and those without
- Foster positive relations between people with protected characteristics and those without.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The school uses strategies within the national curriculum and beyond to secure such outcomes for students

Out of Class Activities

Visits and visitors to support and enhance learning will be actively encouraged. The school grounds and the local area will be used to help provide the children with opportunities to develop respect and care for their local environment. Links to other schools in a range of locations is also encouraged.

Resources

A variety of materials to support the teaching and learning of humanities are available in the store room. The resources are sorted into boxes by topic, and are clearly labelled on the shelves. The resources are audited as needed. Humanities has an annual budget managed by the co-ordinator. Resource requests and ideas are sought from staff. Phoenix Infant and Nursery school also has access to the Nottinghamshire Education Library Service where books and resources can be ordered to support topics.