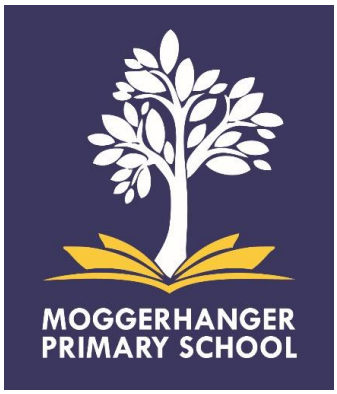

GEOGRAPHY POLICY 2020-21

Effective Date: September 2020

Last Reviewed:

Reviewed by: Lauren Robbins

Next Review Date: September 2021

'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to 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.'

DfE Statutory Guidance

National curriculum in England: History programmes of study

Statement of Intent

At Moggerhanger Primary School we aim:

- To promote an interest in the past
- To develop an understanding of events over time and in a chronological structure
- To learn about the roles that individuals and events have played in shaping modern society
- To develop an ability to investigate and interpret different versions of past events
- To learn to study historical evidence and to ask and answer questions about the past
- To develop the ability to communicate historical knowledge and understanding using a variety of techniques
- To encourage children to understand other people, their beliefs, thoughts, values and experiences
- To develop an awareness of the world around them
- To develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage
- To develop a knowledge and understanding of historical development in the wider world

Through our teaching of history, we also aim to:

- Enhance skills in English, Maths and Computing
- Develop thinking skills
- Develop independent learning and collaborative skills
- Develop skills in interpretation of primary and secondary sources
- Develop skills in historical enquiry
- Encourage children to communicate history dramatically, verbally and narratively
- Develop research skills

Secondary School links

The history co-ordinator works closely with the History team at our partner school Sandy Secondary. By attending regular subject cluster meetings, the co-ordinator is able to provide the Year 5 and 6 teachers with lesson activities and resources shared by the Secondary History team to support eventual transition to Secondary School. It is our aim that by doing this our Upper Key Stage Two children will be appropriately prepared for the learning expectations of History when they move into Year 7.

Implementation through Teaching and Learning

- Early Years and Foundation Stage

History in the Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

- Key Stage 1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2. Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Spiritual, Moral, Social and Cultural Development

At Moggerhanger Primary we aim to promote our children's SMSC development through our teaching of History.

Spiritual development: The study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.

Moral development: Pupils are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also) Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice

Social development: Pupils will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in History lessons.

Cultural development: Pupils will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history. The contribution of different cultures to human development and progress are studied, which links with the values of wisdom and endurance.

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. At Moggerhanger Primary we aim to promote British values through History. British values, including those of democracy, the rule of law, individual liberty and mutual respect and

tolerance of those with different faiths and beliefs are embedded in the History curriculum. Students explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as Ancient Greece. This enables the students to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of famous British people (KS1), students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work. Teaching students to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

Cross-Curricular Links

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that are used in English lessons are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Maths

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

Computing

We use computing in history teaching where appropriate. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides opportunities for children to also use it.

PSHE

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty. They learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Implementation through Assessment, Recording, Reporting and Monitoring

Assessment is an integral part of teaching and learning in school. Children's progress should be monitored through observation and by using planning and learning objectives. Feedback to pupils should be provided on their attainment against the objectives of history. Pupils are encouraged to improve their own learning performance through the school marking policy.

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, collage, models, pictures and role play activities. Examples of children's work will be retained to provide evidence of on-going history, including photographic evidence of displays, presentations, visiting speakers and historical visits.

History will be monitored throughout the school by the History Co-ordinator who will be responsible for gathering samples of curriculum work. The History Co-ordinator will also monitor history books and schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils. Lessons ideally will also be monitored to help promote quality of learning and standards of achievement in history.

Implementation through inclusion, including meeting the needs of SEND pupils

In line with our Equality Policy we are committed to providing a teaching environment that promotes learning. Children are given opportunities to work with others, listen to each other and treat everyone with respect:

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time.
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability.
- We deal with such issues clearly and sensitively when they arise.

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. We use a range of strategies to support pupils. A few of these, particularly relevant to History are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons
- Modified text passages as expected in other curriculum areas
- Different levels of written or oral questions for pupils investigating photographic or other visual material
- Careful use of support for pupils with English as an additional language

For our gifted and talented pupils, we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g. a pupil to be able to carry out their own simple historical enquiry.
- Provide real-life research and presentation opportunities, for example carrying out interviews with local people and collating the results.
- Avoid giving gifted pupils additional writing tasks and encourage them instead to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.
- Provide opportunities within history for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.

Implementation through resources

Resources are centrally stored, largely in historically themed boxes. All staff may access them, but they are responsible for their prompt and orderly return. The school's resource base contains 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, video tapes and computer software. The History curriculum leader will regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

Implementation through Professional Development and Training

The History Curriculum leader will:

- Ensure that the delivery of history meets the long term plan
- Ensure the history curriculum meets the aims and objectives of the school
- Support, guides and motivates teachers and other adults of the subjects
- Ensure colleagues are aware of current initiatives
- Evaluate and monitor the effectiveness of teaching and learning within the school
- Monitor progress towards targets for pupils and staff to inform future priorities and targets for the subject through:
    - Book scrutiny
    - Scrutiny of planning
    - Lesson Observations
    - Looking at displays and photographs
    - Discussions with staff
    - Analysis of assessments
- Review current practice in school, evaluating strengths and areas for development
- Lead staff meetings as appropriate
- Review and revise policy
- Audit resources and order resources when needed
- Keep regular contact with Governors
- Write School development plan and a SEF
- Attend relevant in-service training and prompt others about relevant training
- Representing the school in local cluster groups.