

RUSKIN INFANT SCHOOL AND NURSERY



HISTORY AND GEOGRAPHY POLICY

Revised by: Emily Richardson

Revised: July 2015

To be reviewed by: July 2016

This school policy reflects the consensus of opinion of the whole teaching and support staff and has the full agreement of the governing body.

Rationale

History and Geography

Why do we teach History and Geography?

History: History helps children to understand their past. The past influences all aspects of our current lives. It helps explain the customs and beliefs of our own community and, equally importantly, those of the communities of others. It gives children strategies both for making sense of time and of making sense of the attitudes and actions of people within and beyond their own experiences. Learning about history provides a platform for children to develop skills of enquiry.

Geography; Geography helps children make sense of the world in which they live. It allows them to look at other cultures and look at differences. It aids examination of the environment with a view to improving the future. It helps children to become aware of different roles in societies in our country and the world.

OUR KEY INTENTIONS

History:

To develop an awareness of the past using vocabulary relating to the passing of time.

To understand where the events they study fit within a chronological framework and identify similarities and differences between different time periods.

To ask and answer questions choosing and using parts of stories and other sources to show an understanding of key events.

To develop an knowledge of changes within living memory that change life nationally.

To develop an knowledge of events beyond living memory that are

significant nationally or globally

Geography:

To develop a knowledge about the world, the United Kingdom and their locality.

To understand a range of subject specific vocabulary relating to human and physical geography.

To use geographical skills including first hand observation to enhance location awareness.

To understand geographical similarities and differences through studying an area of the United Kingdom and an area of a contrasting non- European country.

To develop the ability to read and understand sources of geographical information e.g. maps, pictures and diagrams.

To give children an understanding of the human and physical processes which shape the places and the people who live in them.

To foster an interest in and a concern for the children's environment.
To give children an awareness of weather patterns climates around the world.

History and Geography:

To give children an awareness of themselves, their role in society, and an ability to affect this and to make choices.

To give children an understanding of their environment and an awareness of the effect they can have on it.

To develop independent ways of working and to develop their own ability.

To co-operate in a group situation.

To experience pleasure, enjoyment and sense of achievement.

Equal Opportunities

Stereotyping is avoided. We aim for a range of cultures and a balance of males and females to be represented in our themes for learning.

We aim to encourage positive attitudes, tolerance and respect for others.

We aim to equip children with skills, knowledge and values.

Equality Statement

Ruskin Infant School and Nursery (including Ruskin Childcare) defines itself as a school free from discrimination. We will not discriminate against any member of the school community by treating them less favourably because of their:

- sex,
- race,
- disability,
- religion or belief,
- sexual orientation,
- gender reassignment,
- pregnancy or maternity

The school, through its policies and staff practices will also not discriminate against a pupil because they are associated with a person that displays the 'protected characteristics' as listed above.

Ruskin Infant School and Nursery defines four kinds of unlawful behaviour in relation to the Equality Act 2010, as

- direct discrimination
- indirect discrimination
- harassment
- victimisation

No unlawful behaviour will be tolerated in any way.

Procedures/ roles

Teaching is organised accordingly with the theme for learning. Learning may be blocked for a period of time or revisited weekly throughout a term.

Cross-curricular units will be used which include History and Geography.

Our organisation allows for resources to be used more effectively on a shared basis. Classroom assistants are based with each year group

enabling them to become more familiar with all aspects of each topic and therefore better equipped to aid the children's learning as directed by the class teacher.

We follow the National Curriculum guidelines in both subjects and teach at whole class, group and individual level as appropriate.

We encourage and welcome visitors to our classrooms as we are part of the local community and can both give to and receive from it to mutual benefit.

We expect a high standard of behaviour and safety awareness from our children at all times and especially during local walks and visits.

Our evaluation is based upon a range of evidence which include looking at the progress children are making, how well they understand and enjoy their work and how much they are committed to it. We also take careful note of feedback from staff and children. Evaluation is an ongoing process of looking at and discussing our own objectives and national initiatives.

The coordinator along with members of the Senior Leadership Team will carry out monitoring and evaluation of standards in Geography and History.

Curriculum

At Ruskin Infant school and Nursery the History and Geography which the children study are based upon the Programmes of Study for Keystage 1. We may refer to the Programme of Study for Keystage 2 for some children. Within EYFS we work to include History and geography into all areas of the creative foundation stage curriculum.

Learning activities in History and Geography are matched to the Attainment Targets and to the Statements of Attainment within them.

Full coverage of the teaching of History and Geography and continuity and progression is ensured by schemes of work for each subject. Long term plans outline the range across the school, medium term plans indicate the intentions in each year group and short term plans give details week by week.

Planning for History and Geography will be encompassed in the cross-

curricular medium term plans. Further to this lesson plans will be produced where appropriate to give specific details of learning experiences. Some planning may be continually adapted or changed, where lead by children's lines of enquiry.

Learning Experiences in History and Geography

We aim to provide a balanced experience for all children. This will include a wide range of experiences; from looking at and discussing old photographs (History and Geography) to developing mapping skills based upon personal observations (Geography). This work will be carried out at whole class, group and individual level, as appropriate.

We start from the children's own experiences – the here and now – and extend beyond in time and space. In History this would mean asking questions of parents and grandparents. In Geography we go beyond the classroom into the wider community to explore.

Wherever possible we aim to get experts in to enrich the cross curricular nature of both History and Geography to start of a unit of work or build upon what they have already done.

Cross Curricular Issues

History and Geography will be taught through cross-curricular units. A stronger focus on History or Geography may alternate depending on the theme being covered.

History and Geography readily link with Science, Mathematics, Literacy and Drama e.g. re-enacting school life in grandparents' time. Language; reading about and discussing sources of information, ways of working together, etc., is always an essential part. Geography and Science find many common strands, particularly concerning the natural environment. There is indeed significant connection between these two subjects as both rely on enquiry and practical skills. History and Geography also provide opportunities to use the media of other subjects e.g. Art and Information Technology.

Staffing and Resources

The main resource is the high quality teaching experiences. The co-operation and participation of parents, grandparents, governors, friends and local members of the community, are regarded as valuable

resources.

The school has a bank of resources. A wide range of books are kept in the library and within topic boxes in the assistant heads office. Appropriate photographs, pictures and artefacts are stored in the resource area or in classrooms.

Monitoring, Assessment and Recording Children's Progress

The work carried out in History and Geography is linked with the corresponding Attainment targets for Key Stage 1.

Learning is assessed in line with the school assessment policy. Teachers' assess by observing the children during their lessons, staff may observe children for specific skills or watch a particular child. Teachers record these observations on class lists and notes in their evaluations on their weekly plans they record information that will affect future planning concerning individuals, groups or the whole class. Children's achievements are also recorded here.

Record keeping at Ruskin infant school and Nursery is seen as diagnostic and ongoing. During group and class discussions, the children's own assessment of work is done along with Teaching assistant and teacher observations and notes of class discussions on planning.