

# BLACK HORSE HILL INFANT SCHOOL



## HISTORY AND GEOGRAPHY POLICY

28<sup>th</sup> February 2019

Approved by Committee \_\_\_\_\_

21<sup>st</sup> March 2019

Approved by Full Governing Body \_\_\_\_\_

Signed \_\_\_\_\_ (Chair)

Signed \_\_\_\_\_ (Headteacher)

# **BLACK HORSE HILL INFANT SCHOOL**

## **GEOGRAPHY & HISTORY POLICY DOCUMENT**

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# BLACK HORSE HILL INFANT SCHOOL

## GEOGRAPHY & HISTORY POLICY DOCUMENT

### 1. Statement of Principle

Geography and History are to be taught throughout the school by the class teacher.

Key Stage 1 will be taught in Years 1 and 2. Foundation 1 and Foundation 2 will follow the Early Learning Goals – Knowledge and Understanding of the World.

#### a. Geography

#### Purpose of study:

At Black Horse Hill Infant School, we strive to inspire all learners to have a curiosity and fascination about the world and its people. Teaching across Key stage 1 should equip pupils with knowledge about diverse places, people and resources, and natural and human processes.

### 2. Aims

At Black Horse Hill, we believe that good quality teaching of Geography is fundamental in securing a broad, balanced curriculum. We believe that in teaching a combination of facts and geographical skills, our children will be well prepared for life beyond the Infant School.

Our curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the locality and the location of globally significant places.
- Understand human and physical geographical features of the world.
- Are competent in collecting, analysing and communicating with a range of data and sources.
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

**Throughout all lessons, children should be developing their knowledge of the world.** This is the overarching intention for geography. The following aims are also of key importance, but in contrast, do not need to be taught every lesson, or indeed in each unit.

Across Key Stage 1, pupils will be taught about:

- i. Locational knowledge.
- ii. Place knowledge.
- iii. Human and physical features.
- iv. Geography skills and fieldwork.

b. History

At Black Horse Hill, we are committed to delivering a stimulating, thought provoking curriculum that engages all learners.

The study of History is about real people and real events that occurred in the past. History is concerned with concepts such as chronology, similarity and difference, cause/consequence and continuity and change. What children learn through History lessons influences their opinions, decisions and values and as such plays an integral part of the curriculum.

We believe that good quality teaching of History is fundamental in securing a broad, balanced curriculum. Whilst of course, the children should learn some historical facts, the skills that they will learn are crucial in their development as learners.

We aspire to provide constant opportunities for discovery and challenge, and for pupils to take ownership of their learning by helping to shape their curriculum.

Our curriculum for history aims to ensure that all pupils:

- Understand historical concepts such as chronology, similarity and difference, cause/consequence and continuity and change.
- Know and understand significant aspects of the history of the wider world.
- Develop an understanding of the importance of enquiry.

**Throughout all lessons, children should be developing their understanding of enquiry.** Asking historical questions and following a line of enquiry to find answers is pivotal to a successful curriculum. This is the overarching intention for History. The following aims are also of key importance, but in contrast, do not need to be taught every lesson, or indeed in each unit.

Across Key Stage 1, pupils will be taught about:

Purpose of study:

- i. changes within living memory.
- ii. events beyond living memory that are significant nationally or globally.
- iii. the lives of significant individuals in the past who have contributed to national and international achievements.
- iv. significant historical events, people and places in their own locality.

3. Meeting the Needs of all Pupils

a. Special Educational Needs

Planning is structured to cater for children of all abilities. Additional support is provided where necessary.

In all work there is some differentiation - either shown in the task set, depth of enquiry or sometimes by outcome.

b. Equal Opportunities

The school aims to nurture a respect for others and for their sex, culture and individuality. All these are considered when planning, delivering and assessing the curriculum and when choosing appropriate resources.

4. Organisation of the Curriculum

a. Organisation of Planning

i. Whole School Planning

Planning for both History and Geography ensures that pupils have the opportunity to experience the Key Stage 1 / Foundation Stage curriculum during their time at the Infant School.

i Year Group Planning

a. Before the start of the new school year, the Long Term Plans for the humanities will be reviewed, and updated if necessary.

At the start of each half term/topic, year group teachers will plan work to be covered during that half term. Medium Term Plans will be produced and these will be collected by the Humanities Lead Teacher on a termly basis.

b. After teaching, work should be evaluated and, if necessary, appropriate resources will be prepared for the following week. At this stage differentiation will be discussed and planned for.

iii. The Humanities Team will oversee all planning and ensure that all areas of study for Key Stage 1 and the Foundation Stage are covered, differentiated to meet individual needs and show progression of skills through the year groups. The Humanities Lead will be responsible for collecting planning/evaluations on a termly basis.

iv. Where appropriate, planning should allow pupils to develop their computing skills when learning History and Geography.

v. In KS1, planning allows for some History / Geography skills to be taught in a cross-curricular way, including literacy.

b. Organisation of Teaching

History and Geography are to be taught by the class teacher. Some areas will be taught as part of the cross-curricular topic work while others will be taught as discrete subjects. There is no set rule for teaching Geography and History over alternative half terms or indeed how long a session has to be. Instead, it is much more important that coverage of skills and links across the subjects are made. Therefore, it may be appropriate to teach a unit that contains both Geographical and Historical elements.

The Humanities Team expect that before each lesson learning intentions are shared with the children, and that success criteria is shared/visible.

The teacher, supported by the teaching assistant (if available), will use a variety of methods e.g. group or whole class, depending on the areas to be covered.

c. Organisation of Assessment

Teachers use a range of AfL strategies in order to personalise learning across the Humanities in order to ensure that all learners make better or expected progress.

At Black Horse Hill Infant School, we regard peer and self-assessment highly, and as such peer and/or self- assessment opportunities should be planned for within Geography and History lessons. These opportunities should be purposeful and meaningful to learners.

d. Organisation of Record Keeping

- i. A record of both subject assessments will be kept by the Humanities Subject Leader. This record will be used to monitor and track progress over future years.
- ii. At the end of each year staff will provide written reports to parents about the children's progress. These will identify the children's historical / geographical experiences.

e. Monitoring

The Headteacher or Subject Leader will conduct learning walks during Geography and History lessons to ensure cohesion and a progression of language/skills are being taught. Post learning walk, best practice will be celebrated and any areas to be developed will be addressed as deemed appropriate by the HT/SL, but may include a "have you thought about...?" question or more detailed 1:1 feedback..

Work audits will be carried out by the Humanities Leader. Children will be tracked and findings are to be recorded. Feedback will be given to the Headteacher, and a short summary may be presented to the whole staff/individuals if required.

5. Role of the Humanities Team

- a. To keep abreast of the changes in the curriculum through INSET training and scanning the horizon
- b. To support the implementation of the school History & Geography Policy
- c. To act as a facilitator of History & Geography knowledge and to ensure resources and learning excursions are up-to-date and purposeful
- d. To provide support for colleagues and, where it may be required, organise INSET for staff as a whole or for individual members
- e. To help organise and maintain:-
  - i. Schemes of Work.
  - ii. Resources.
  - iii. Record Keeping.
  - iv. Assessment.

- f. The Team Leader will be given some Leadership and Management time to: monitor lessons throughout the school, and /or to oversee planning, undertake work/planning scrutiny, and conduct pupil interviews

## 6. Organisation of Resources

Each year group has topic boxes for History and Geography. All the resources, including books relevant to topic work, are kept in these boxes. These topic boxes are located within the year group area and are therefore easily available to the relevant staff.

History books, not specific to any topic, are kept centrally in the library.

It is the responsibility of the class teacher to source any materials/resources that may be required for their lessons, although the Humanities Subject Lead Teacher will be happy to advise/support this.

## 7. Risk Assessments

It is the responsibility of the year group teachers to assess the need for risk assessments e.g. school trips. These need to be recorded on the appropriate form supplied by the Authority. There should be one copy for the planning file and one copy for the Headteacher. Further details can be found in the Risk Assessment Policy Document.

T Murphy

February 2019