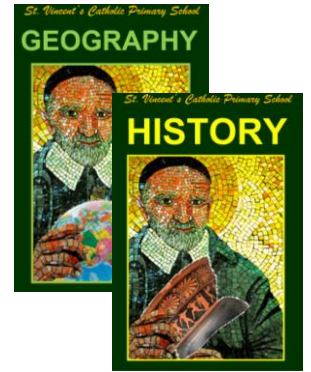




Geography and History Policy



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This policy should be read in conjunction with the *Teaching and Learning Policy*, any related subject policies and the following:

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| Assessment Policy | Homework Policy |
| Behaviour Policy | Safeguarding and Child Protection Policy |
| Equality and Community Cohesion Policy | Special Educational Needs and Disability Policy |
| Health and Safety Policy | E-Safety Handbook |
| | Home School Agreement |
| | Marking Policy |

Other documents that support the teaching and learning of Geography and History:

- National Curriculum for Geography and History
- Development Matters (for the Early Years Foundation Stage)
- Documentation to support curriculum planning e.g. Hamilton Trust, Twinkl

Throughout this policy 'parents' denotes those with parental responsibility.

1. Mission Statement

Geography enables children to make sense of their own surroundings through learning about their own locality and the interaction between people and the environment. Interest and knowledge are extended through contrasting localities in Britain, Europe and the world: appreciating similarities and differences and respecting other people's beliefs, attitudes and values. Children develop knowledge and understanding of the human and physical processes which shape places. Geographical skills and vocabulary are necessary to carry out effective geographical enquiry, enabling children to formulate appropriate questions, develop research skills and evaluate material to inform opinions. Children recognise and understand issues concerning the environment and sustainable development.

History enables children to develop their knowledge of significant people, events and places in Britain and the wider world. This includes both the recent and more distant past. Lessons encourage children to develop a historical vocabulary to describe events, people and developments. Lessons encourage enquiry skills and allow children to interpret the past using a variety of primary and secondary resources; artefacts, documents, photographs and ICT resources. Children develop skills in how to distinguish between historical facts and interpretations/representations of those facts and begin to understand history from a variety of perspectives; political, economic, technological, scientific, social, religious and cultural. An understanding to the cause of historical events, the situations faced by people who lived through the events and the consequences of the events are discovered and children are able to use historical events and contexts as models which can be learned from when making decisions in the present day. We encourage a sense of identity through learning about the development of their local area, Britain and the world.

1.1 Aims and Objectives

Our aim is for our pupils to:

- develop attitudes which promote understanding and sensitivity towards the values and attitudes of others
- understand the opportunities and constraints that shape people's lives
- be able to construct reasoned arguments which lead to informed judgements
- develop an understanding of social, political and economic factors as dynamics of society
- develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry
- develop a historical vocabulary to describe events, people and developments
- enquire about and interpret the past using a variety of primary and secondary resources; artefacts, documents, photographs and ICT resources
- develop an awareness of self and others and their interaction and interdependence with the environment
- make sense of their own surroundings through learning about their own locality, and the interaction between people and the environment

For more specific aims in Geography and History see the National Curriculum requirements.

2. Approaches to Teaching and Learning

Please refer to the Teaching and Learning Policy.

3. Resources

Resources are audited regularly to ensure that they are up to date and reflect the world we live in, e.g. globes and maps reflect current political borders. Books (from the School Libraries and Project Loans) and a range of educational software are used to support children's learning and research. Further examples of primary and secondary sources include: conversations with the older generation, photographs, artefacts, maps, videos and posters. Most resources are kept centrally in the Resource Room.

Children across the School develop investigative and geographical skills through first-hand experience where possible, visiting places or types of environment they are learning about to

undertake fieldwork e.g. study of Kielder Forset. They develop investigative and historical skills through first-hand experience where possible e.g. local studies, museum visits, workshops and speaking to the older generation.

4. Learning Environment

Please refer to the Teaching and Learning Policy.

5. Planning

In Years 1-6, Geography and History is taught through half-termly topics. The long-term curriculum plan maps geography and history topics studied in each year group and units are chosen and adapted to ensure cross-curricular links.

6. Assessment

Please refer to the Teaching and Learning Policy.

7. Cross Curricular Opportunities

7.1 Reading, writing, communication, maths and ICT

Geography and History provide a variety of meaningful contexts to write for different purposes, communicate to a variety of audiences and to use maths, reading and ICT skills through fieldwork, investigations and research.

7.2 Foundation subjects

Paintings and other artwork provide valuable primary sources to support the teaching and learning of History, in particular. Other foundation subjects such as Music are used, where relevant, to support historical and geographical learning objectives e.g. music of World War II to evoke the mood and feeling.

7.3 Spiritual, Moral, Social and Cultural

Both the history and geography of Britain have helped to shape it as a multi-cultural, multi-faith society with its judicial and moral code e.g. development of settlements, democracy. Geography and history also provide an excellent opportunity to learn about cultures across the world (including the ancient world), understand traditions and make comparisons with where we live and the situation we live in now.

8. Enhancing the Curriculum

Visits and workshops are arranged to enhance the curriculum e.g. visit to Arbeia Roman Fort, Eden Camp and Castle Keep (see also Resources above).

9. Inclusion

Please refer to the Teaching and Learning Policy.

10. Health and Safety and Safeguarding

Please refer to the Teaching and Learning Policy.

11. Roles and Responsibilities

Please refer to the Teaching and Learning Policy.

12. Policy Review

The policy will be reviewed according to the cycle agreed by the governors' Curriculum and Achievement Committee for curriculum policies.