



# SHELTON JUNIOR SCHOOL



## HISTORY AND GEOGRAPHY POLICY

'Shelton Junior School strives to create a learning environment where children behave **impeccably** and learn **vivaciously** so that they **flourish**.'

### Introduction

At Shelton Junior School we are committed to providing all children with learning opportunities to engage in **History** and **Geography**. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

**History** and **Geography** are foundation subjects within the National Curriculum. **History** is our record of the past. It incorporates both a body of knowledge as well as skills of gathering, analysing and interpreting information. **History** informs us of our heritage, gives us a sense of belonging and gives us a more comprehensive understanding of the world in which we live. **Geography** is concerned with the study of places, the human and physical processes that shape them, and the people who live in them. **Geography** helps us to understand the ways of life and cultures of people in other places.

### Aims

Our aims for **History** at Shelton Junior School are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts

Our aims for **Geography** at Shelton Junior School are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.

- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.

### Curriculum

The National Curriculum for **History** and **Geography** has been spread across the key stage to allow for progression and coverage.

Shelton Junior School – Long Term Plan of Coverage				
	Year 3	Year 4	Year 5	Year 6
<b>History</b>	* Stone Age to Iron Age Britain * Ancient Egypt	* The Roman Empire and its impact on Britain * Mayan civilization	* Anglo-Saxons, Scots & Vikings * Ancient Greece	* Local history study (Crime & Punishment) * Post 1066 – Conflict (World War I and II)
<b>Geography</b>	Atlas Work – Europe and the Americas Compass and Map Skills Field Work			
	* Rivers, Mountains and Coasts * Skara Brae	* The Americas * Volcanoes and Earthquakes	* Climates * Polar Regions in North America	* Fairtrade * St Lucia

Year group teams plan exciting and engaging lessons in accordance with the main overview (above), **History** and **Geography** Key Skills for their year group and make links with English and Maths Key Skills, where appropriate. Teachers adapt and change their plans to ensure the topics meet the individual needs of the children.

There will also be an occasion in the year that each year group creates a 'Pop-Up Museum' based on one of their **History** topics. Parents, governors, school leaders and another year group will be invited to come along to view the exhibition in the hall which will showcase children's work completed across a range of lessons, as well as their homework projects. It will also give children the opportunity to talk about their learning with visitors.

### Resources

At Shelton, we have a wide range of age-appropriate information books and atlases/maps in the school library, interactive white-boards to access the internet as a class and iPads for the children to use independently. Visits are planned to enhance learning and give hands on experiences. People with an interest, or expertise, in a particular topic or area of **History** or **Geography** are also invited into school to work with the children.

### Differentiation

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

### Assessment

As a school, we assess the children's knowledge, understanding and application of skills for all non-core subjects. These skills will be taught through the programmes of study for the age-related expectations (ARE) as set out in the 2014 curriculum. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

We use the agreed SJS RAG-rating system already in place for English reading, English writing and Mathematics.

0 – Even when supported, the child shows no understanding of the concept, or, as a teacher, you know that you have not taught it discretely (YET!) However, if a child IS using this skill without direct teaching, even if they're using it with some inaccuracies, you would still assess them against it!

1 – Child shows some understanding of the concept and can demonstrate this skill with support, or with limited success independently. 3-4 examples of this SKILL within relevant tasks.

2 – Child shows understanding of the concept and can demonstrate this skill independently, within tasks, including WITH the use of WILF/success criteria – if they choose to use it, it is a 2! Shown across 2 or more pieces of work.

3 – The skill is used independently, purposefully, regularly and repeatedly, across a range of topic areas. Always evident, where relevant. (Mastery and Depth)

### Monitoring

Monitoring takes place 2-3 times per year through sampling children's work (in books, on displays and on the school website), talking to children about their learning, scrutinising teachers' planning and learning walks.

### English

**Geography** and **History** contribute significantly to the teaching of English by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English have a historical or geographical theme which enable the development of Reading Key Skills. They also develop their writing ability by composing reports, explanations, recounts, letters and descriptive pieces of writing, thinking carefully about their audience. Children develop oracy through discussing historical or geographical questions or presenting their findings to the rest of the class.

### Maths

There are many opportunities for children to apply their mathematical skills in both **Geography** and **History** when using time-lines, learning about different number systems, analysing data, reading maps, plans, thermometers and rain gauges. The use of fieldwork data, timetables and charts also contributes to the children's mathematical understanding.

### ICT

Children may use ICT in **History** and **Geography** to enhance their skills in data handling, presenting written work and they can also research information such as weather charts, satellite images, tourist information and the latest news of events from around the world using the internet. In addition, children have the opportunity to use a digital camera to record and use photographic images.

### SMSC and Fundamental British Values

**Spiritual Development:** Children will learn about the role religion has played within different societies and how British society has changed over time. Through helping pupils to recognise the beauty and diversity of the world, a geographical awareness helps children understand their place in the world. **Geography** provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.

**Moral development:** Children have the opportunity to discuss moral questions faced by historical figures. In addition, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a bypass) and the effects this can have on the surrounding area.

**Social development:** Work on a locality in a less economically developed country or a historical context provides an opportunity to discuss social issues. Children develop self-confidence by having opportunities to explain their views on social questions such as how society should respond to poverty and homelessness. Pupils will be taught to understand the need to consider the views of others when discussing localities, settlements and the environment. Fieldwork or group-work activities encourage children to make the most of different strengths and interests within a team.

**Cultural development:** Children discover how to be active citizens in a **democratic** society by learning how **laws** are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop **tolerance** and **respect** for others whilst maintaining their **individual liberty**.

### Pupil Premium

The Pupil Premium grant will be used to part or fully fund trips with a **History** or **Geography** link to enable all children to access these additional experiences.

### Health and Safety

Risk assessments are carried out whenever a visit or fieldwork is planned and a member of staff will usually take part in a pre-visit too. When visitors come into school to provide workshops or presentations, the relevant safeguarding checks are made prior to the visit (see Safeguarding Policy for more information).

### Roles and Responsibilities

**History** and **Geography** are led by the Joanne Warwick who is accountable to Anne-Marie Cheadle (Headteacher). Each year, time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

**This policy was written in April 2016.**

**The policy was reviewed in December 2016.**

**The policy was reviewed in January 2019.**

**Geography** and **History** Subject Leader: Joanne Warwick, supported by Sandra Aumonier

**Next review date: January 2021**