



## St Anne's C of E (A) Primary School History and Geography Policy

*'Let all that you do be done in Love' 1 Corinthians 16:14*

St Anne's strives to *'develop the whole child, spiritually, mentally and physically* by helping pupils to:

Love God  
Love learning and  
Love themselves and others

in a caring, Christian environment through close links to the Church and community.

Approved by	Head Teacher Signature	Approval date	Review date
			Autumn 2023

## **1 Aims and Objectives**

**1.1** Geography and History are taught through Topic at St. Anne's Primary School. They form a central part of our integrated curriculum. Through topic work children learn about the history and geography of their local area and compare this to other, contrasting areas of the United Kingdom and the rest of the world. They learn how to draw and interpret maps, to recognise physical features and the effects man has on the world. They gain a sense of chronology and develop a sense of cultural identity based on their historical heritage. They appreciate the need for sustainable development for the future and how events of the past have shaped our lives and our modern, multicultural society today. Through all these they develop their skills of enquiry, investigation, analysis, interpretation, problem-solving, evaluation and presentation.

### **1.2 *The aims of geography in our school are:***

- to enable children to gain knowledge and understanding of places in the world
- 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 allow children to learn graphic skills, including how to use, draw and interpret maps
- to enable children to know and understand environmental problems at a local, regional and global level
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means
- to develop a variety of skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

### **1.3 *The aims of history in our school are:***

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer
- to enable children to know about significant events in British history and to appreciate how things have changed over time
- to develop a sense of chronology
- to understand how Britain is part of a wider European culture and to study some aspects of European history
- to have some knowledge and understanding of historical development in the wider world
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

## **2 Teaching and Learning Style**

- 2.1** We use a variety of teaching and learning styles in our lessons but focus on getting children to think geographically or historically. We use first-hand experience, whenever possible, through visits and field work. Secondary sources such as maps, statistics, graphs, pictures, aerial-photographs, stories, literacy and ICT resources are used. Visitors and enactors, artefacts and primary sources, role-play and debate are encouraged and children are increasingly expected to think critically about information or issues focussed on.
- 2.2** We recognise the fact that there are children of widely different abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

## **3 Planning**

We use the Programmes of Study in the National Curriculum as the basis for our curriculum planning. We make use of our local area and town as well as visiting places which provide contrasting features and historical significance.

For example:

Class Reception – White Post Farm

Year 1 – Sherwood Forest, Around our School and Local Area

Year 2 – National Coal Mining Museum and Victorian Classroom

Year 3 – Creswell Crags and Romans at Murton Park

Year 4 – Vikings at Murton Park

Year 5 – Weston Park

Year 6 – Residential and Eden Camp

We ensure that these are opportunities for children of all abilities to make progress and develop their knowledge and skills.

- 3.1** Our curriculum planning is in three phases; long-term, medium-term and short-term. Our long-term plan shows the major topics and study units to be studied in each term. These are decided by each individual year group teacher and are coordinated by SLT.
- 3.2** Each class teacher creates their own short-term plans that identify specific learning objectives and Early Learning Goals. Teachers use the St Anne's Geography and History Curriculum and Skills Coverage document to support their planning. The SLT and subject/area coordinators monitor these and feedback is given
- 3.3** Each Key Stage (Early Years, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) create a Knowledge Organiser each term. These provide the children with a coverage of their upcoming topic. The children are taught the facts and information from the Knowledge Organiser along with more information. Each Knowledge Organiser has a corresponding quiz which assesses the children's knowledge.

## **4 Foundation Stage**

**4.1** Geography and History form part of the Understanding the World strand of the Foundation Stage Curriculum. The Reception class follow topics to cover the Geography and History requirements of Foundation Stage curriculum.

## **5 Teaching Geography and History to Children with Special Needs**

**5.1** Throughout the teaching of History and Geography, children are encouraged to talk and work in mixed ability pairs as this enables all children to participate in lessons and promotes the inclusion of children with special educational needs and disabilities (SEND).

**5.2** Children with special educational needs and disabilities (SEND) will also be supported by adults in the classroom allowing them to participate in lessons.

## **6 Assessment and recording**

**6.1** We assess the children through the Knowledge Organiser quizzes. These quizzes are multiple choice and are given to the children at the start and end of the topic to show a progression in secure knowledge.

**6.2** The children are also teacher assessed, which is shown through the marking in their books.

**6.3** Work is recorded in Topic books all the way through school. Each class have an A3 scrapbook which they use to record photos of work they have done in class, or of any special events that have occurred in school. The A3 scrapbooks travel through school with each class.

## **7 Resources**

**7.1** Resources in our school are monitored, sourced and replenished so as to be able to teach the geography and history units in our Scheme of Work.

**7.2** The range of software on the server available to support these subjects is steadily increasing.

**7.3** Resources are kept in appropriate classrooms as well as throughout school and in the music room in topic boxes.

## **8 Fieldwork**

**8.1** Fieldwork is integral to good geography and history teaching and we include as many opportunities as we can to involve children in practical research and enquiry.

**8.2** All children carry out investigations in the local environment and we give them opportunities to observe and record information around the school site. In Key Stage 1, children will compare their local area with a small area of a non-European country. In Key Stage 2, children will compare their local area with a region in Europe, North America and/or South America.

## **9 Monitoring and Review**

**9.1** The subject co-ordinator along with members of the SLT are responsible for monitoring the standard of the children's work and the quality of teaching in geography and history. Time is allocated for the vital task of reviewing samples of children's work and for visiting classes to observe teaching and learning.

The subject co-ordinator is responsible for supporting colleagues in the teaching of Geography and History, for informing colleagues about current developments in these subjects and for providing a strategic lead and direction within the school.

Responsibility for the presentation of an annual report to the head teacher evaluating the strengths and weaknesses in the subjects and highlighting areas for further improvement also lies with the subject co-ordinator.