



**Rowanfield  
Infant School**  
Where our little gems come to shine

# **HISTORY and GEOGRAPHY POLICY**

Approved by Full Governing Body – March 2015

Signature\_\_\_\_\_

Review date: March 2016

Review Committee: Resources

Post Holder responsible: Head Teacher

**Rowanfield Infants School**  
**History and Geography Learning Policy**

**What is History and Geography?**

The aim of history is to stimulate the children's interest and understanding about the life of people who lived in the past. It is a 'living' subject. Our views of the past may change as fresh discoveries are made or as existing evidence is re-interpreted. Through their work in history, children learn how people lived in the past and how events have influenced our lives today. They investigate these past events, and by so doing, develop the skills of enquiry, analysis, interpretation and problem solving.

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

**The Aims of History are:**

- To foster, in all children, an interest in the past and to encourage and develop an enjoyment of History.
- To start to develop children's understanding of the events and processes which have shaped our society.
- To help children to understand society and their place in it, so that they develop a sense of cultural and social heritage.
- To encourage children to value their own heritage and that of other societies, and in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural society.
- To enable them to be able to make their own life choices today, by considering how people lived in the past.
- To encourage the children to ask questions and find out answers through investigations.
- To help the children to acquire and develop the skills which are needed when conducting historical enquiries.
- To increase the children's knowledge of events, people and changes in the past.
- To promote the following key skills through history: writing, communication, application of number, ICT, co-operation, improving their own learning and performance and problem solving.

**The Aims of Geography are:**

- To stimulate interest in and appreciation of the natural and manmade environment, starting at local level and progressing to studies at regional, national and global level.

- To gain a greater understanding of the ways of life and cultures of people in other places.
- A respect for the diverse ways in which people live and an appreciation of our multicultural society
- To help children to begin to understand their own role and the role of others in influencing their environment.

### **TEACHING AND LEARNING**

At Rowanfield School we are committed to teaching themes and topics through a creative curriculum. We believe that creativity is fundamental to successful learning. The encouragement of creativity enables children to make connections between one area of learning and another and so extend their own understanding. Children's experience and learning will be most meaningful and productive when they are involved in active exploration using their imagination and senses. We aim to provide a secure, rich and stimulating environment which will inspire all of our children to participate with curiosity and confidence.

We use a variety of teaching and learning styles in our themed sessions including whole class teaching, group work and individual work. In history driven topics we focus our teaching on enabling children to think like historians. We give children the opportunity to visit sites of historical significance, ask 'living history' characters to visit the school as well as encouraging visitors to come into school and talk about their own experiences of events in the past. The children are able to examine historical artefacts and primary sources (including artefacts from The Wilson, Cheltenham Art Gallery Museum Loans Service) and research information through the internet. Stories are used in history as a way of stimulating interest in the past. The children also take part in role-play and discussions.

We recognise the fact that there are children of widely differing abilities in our school and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Geographical learning starts from our immediate environment in Foundation Stage and develops to wider studies of our country, people and places and then global studies.

Wherever possible, Geographical learning is brought to life through the use of resources outside the classroom. This will include fieldwork in the immediate surroundings and at local level and off site visits.

Throughout the school Geography will be taught in a lively, practical, hands-on approach with relevance to the children's experiences. The use of imaginative activities such as art, role-play, drama, and story telling play an important part in the teaching of Geographical skills.

### **Curriculum Planning**

In Foundation stage, History and Geography are taught through 'Understanding of the World' as set out by the guidance planning for the Early Years Foundation Stage (birth to five). Our aim is for all children to achieve the Early Learning Goal for 'Understanding the World' by the end of their Reception year.

Topics are planned on a three year rolling programme and History or Geography driven topics cover the majority of the year. We ensure that children are being given the opportunity to access a wide range of topics, these include, 'Being Wonderful, Seeing Wonderful, Feeling Wonderful', 'Let's Go On An Adventure', 'Up, Up, Up and Away' and more. In key Stage 1 planning is based on the subject outline for statutory requirements taken from the National Curriculum.

### **Cross-curricular links**

History and Geography driven topics offer many opportunities for cross curricular learning and these are identified within our umbrella and theme planning.

### **Entitlement**

At Rowanfield Infants, every effort is made to ensure that activities are equally stimulating for boys and girls and reflect our multicultural society. We involve our pupils and parents in the planning process. Learning opportunities are planned to match the needs of the children whatever their learning ability or physical needs, so every child has the opportunity to reach their potential.

### **Assessment**

Assessment of Historical and Geographical learning is through continuous informal monitoring such as teacher observation, marking of recorded tasks, video, small group speaking and listening activities. At the end of each topic KS1 assess each pupil based upon their historical and geographical learning against the outcomes set in the National Curriculum.

Foundation Stage use observations, questioning skills recorded pieces of work and photos to contribute to each child's Learning Journey which then informs progress made on the EYFS Profile towards the ELG for the area of Understanding of the World.

### **Resources**

History and Geography based resources are built up yearly dependent on the need. Each year group has a bank of resources for frequently covered topics but these are accessible to all classes when appropriate. Some resources are kept in draws alongside the entrance foyer. Internet resources are widely used and full use of immediate surrounding and human resources are made.

The school has a contract with the Schools Loans Service from the museum which is used to source artefacts etc to support topics.

Outside speakers are invited in for each year group as appropriate and Offsite visits planned into topics where possible.

### **Health and Safety**

The School's Health and Safety Policy and SHE guidelines for OSVs is followed at all times when planning any outdoor or offsite activity. Teacher should carry out their own risk assessments according to the activity planned.

### **Monitoring and review**

The History/Geography subject leader is responsible for monitoring the standard of children's work through work and planning scrutiny, lesson observations and meetings with staff from Foundation stage and Key stage One. The subject leader gives an annual contribution for outline plans for the Schools Improvement Plan.

**Review**

This policy will be reviewed in line with the schools ongoing programme for the review of Curriculum policy statements within the schools Improvement Plan.

Reviewed January 2015