

Holy Trinity Primary School, A Church of England Academy

Guided by God, and as a child of the community, children leaving Holy Trinity will:

Love to learn and learn to love, creatively **inspiring** the world around them. Being the best versions of themselves they will be **thankful** as they **grow** and celebrate their achievements, laying the foundations for their lives with every action, as they journey with **hope** to a brighter future.

Policy for Historical, Geographical and Social Understanding

Introduction

Historical, geographical and social understanding (HGSU) is an integral part of our lives and cultures, helping children to develop awareness of the local environment and the world around them. The study of HGSU helps children to make sense of the world in which they live. As well as making its own distinctive contribution to the school curriculum, HGSU also contributes to the wider aims of primary education through English, mathematics, ICT, art, technology and Music.

Aims

- To develop children's sense of identity through learning about the development of Britain, Europe and the world.
- To introduce children to what is involved in understanding and interpreting the past by developing an understanding of chronology.
- To develop an appreciation and understanding of how the past influences our lives today.
- To develop the ability to acquire evidence from various sources and to question the reliability and value of this information.
- To introduce and develop appropriate HGSU vocabulary.
- To understand what it means to live in one place as opposed to another and to develop awareness of the quality of that environment and to enhance their sense of responsibility for the care of the earth and its inhabitants.
- To contribute to PSHCE by promoting a respect for evidence and a toleration of a range of opinions.
- To offer a supportive climate for pupils' learning, including taking increasing responsibility for their own learning and hence to maximise their potential.
- To promote a sense of consideration and responsibility towards family, friends, school and the wider community.
- To help all pupils to learn and achieve to the best of their ability.
- To promote HGSU as enjoyable and valuable.

Teaching and Learning Methods

For each topic area, the National Curriculum for History and Geography is used as a foundation for the planning and teaching. The National Curriculum gives clear learning objectives, outcomes and expectations and ensures that Knowledge, Skills, Understanding and Breadth of Study are taught through the study units. PSCHÉ is taught weekly following a scheme written by the PSCHÉ co-ordinator based on the objectives given by the PSCHÉ Association.

In the Foundation Stage, History and Geography are taught as part of Understanding the World. Children will learn about their immediate locality through visits, photographs, maps and role play. The seasons will be taught through first hand experiences and photographs. Children will be introduced to different animal habitats through role-play and photographs. Children will also learn about the past through looking at people in their families and by looking at toys from long ago.

In KS1 children learn from stories about the lives of people who lived in distant times and faraway places as well as about the history around them. They will compare their homes, toys and holidays to those of children in the past. They will also learn about their immediate locality through role play, visits, observations and making maps. They will learn about the wider world through holidays, photographs using maps and fieldwork, leading to the study of foreign localities.

In KS2 children build on knowledge gained and extend their knowledge and understanding of climates, landscapes and peoples of the world and this is developed through the use of maps - including digital mapping, photographs and fieldwork. Children also cover periods of history including local, British, European and wider world history. The local history draws effectively from the resources of the area. History units are taught sequentially to promote understanding of chronology from Year 3 to year 5. These skills are further developed in Year 6 as they cover an Ancient Civilisation, a Modern History unit and a chronological project.

In Foundation Stage children have weekly circle time lessons planned on the needs and issues of the children.

PSCHÉ is taught in both KS1 and KS2 in unit based on different areas - Be Safe, Be Creative, Be United, Be Healthy, Be Reflective, Be Caring and Be Aware.

Both KS1 and KS2 have a weekly In The News session where pupils focus on current events in the world. This encompasses where pupils look at where these events have taken place in the world in relation to themselves and how it could affect themselves and others. Pupils

also have the opportunity to examine whether such events have happened previously and similar outcomes have occurred.

Progression is ensured by using the National Curriculum as a guideline. KS2 builds on skills and concepts developed in KS1 and the Foundation Stage.

Resources

Resources for the study units in all areas are kept in Topic boxes in the relevant year group classrooms/storerooms. These include artefacts, archaeological implements, maps, globes and books. Digimaps has been purchased and is available for children to use historical and current Ordnance Survey maps.

History guided readers are available in classrooms. Individual readers and class sets of study books for History and Geography are also available. Books from the Calderdale Library Service are available for children to read to supplement their learning in different topic areas.

There is a central store of atlases, maps and study books in the school library.

Children are provided with appropriate learning experiences in History, Geography and PSHCE through varied teaching and learning methods and resources, including those on the SEND and More Able registers. Teachers use DVDs, CD Roms and online resources for most study units to support learning.

Equal Opportunities

The HGSU curriculum will be available for children of all abilities. Resources are provided which enable teachers to provide differentiated activities. There will be support activities for children who are not attaining at levels appropriate for their age and extension /challenge activities for gifted or talented children.

Where necessary material should be adapted appropriately to meet the needs of children with English as an additional language and children with a disability.

Equality Impact Assessment

This policy has been monitored (11 October 2017) for its equality impact assessment and has been found to be of a low priority.

Links with other areas of the curriculum

HGSU contributes to the wider aims of primary education. It allows children to develop key skills such as communication; application of number; ICT; co-operation, working with others in pairs, small groups; improving own learning and performance, problem solving and higher order thinking skills. Many HGSU activities can be undertaken during English lessons- reading historical and geographical texts, comprehension, research and retrieval skills, speaking, listening, drama/role play, writing diaries, labels/posters and extended pieces of writing. HGSU contributes to Maths through map skills, direction and co-ordinates. HGSU and Music combine in the learning of songs and studying Music and Instruments from different times, cultures and environments. Skills learnt in art and DT can be used to support and enhance their learning outcomes.

Health and Safety

Staff will follow the Health and Safety guidelines when using audio visual and IT equipment. The educational visits policy guidelines will be adhered to when class or year group visits are planned. Staff will undertake a risk assessment.

Assessment and Recording

Assessment of pupils' progress will be a continuous process and will be teacher-based. Expectations at the end of each unit will inform staff when assessing a pupil's level of attainment by selecting the level descriptor which best fits the pupil's performance. Small group and individual assessment tasks are available for some study units. Reading comprehension assessments using History/Geography as the source material are available for some units.

Children's work will be presented in books, individual topic folders or art/DT.

Children's work will be evaluated by the class teacher by using one or more of the following procedures relevant to the KS:

- Question and answer
- Close procedure
- Written evidence
- Completed work folders
- Pictorial evidence
- Model making - the finished article
- Use of correct language - use of HGSU terms and use of correct tense
- Sequencing pictures/events
- Identification of artefacts
- Interpretation of time lines and chronology

- Creating maps
- Knowledge of maps, atlases and direction
- ICT - evidence in PowerPoint presentations, 2simple drawings and use of VR headsets

All children from Foundation Stage, KS1 and KS2 will be encouraged to assess their own work at the end of each topic.

Assessment criteria has been informed by the Historical Association and the Geographical Association.

Professional Development and Subject Managers role

Opportunities for professional development will be undertaken in line with the school development plan.

The HGSU team will be responsible for:

- Policy development and review
- Monitoring the curriculum taught
- Resource management
- Supporting staff in implementing the policy
- Reporting to the Governing Body

Review and Evaluation

JD, CG, AA October 2017

Policy agreed by Governors

Policy to be reviewed in September 2019