



# Onslow Infant School

## History & Geography Policy

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

This policy should be read alongside our Learning & Teaching, Marking, Assessment, Record Keeping and Reporting to Parents Policies

### Policy Review

This Policy was adopted Autumn 2020  
The Policy will be reviewed in Autumn 2020  
Delegated to the HT and Subject Leader

## **1. How do we Teach History and Geography?**

At Onslow Infant School we employ enquiry-based learning in history and geography through a topic based approach. We believe that teaching history and geography in response to questioning is fundamental to the development of historical and geographical understanding and in the development of engagement, relevance and interest in these subjects. We organise our curriculum so that children learn through topics that often have a history or geography focus. We begin each session by asking the children to explain 'What is history?', 'What is geography?' and this allows children to focus on developing the overarching knowledge of geography and history subjects and the relevance of the lesson objective. Timetabling of the subjects is flexible and may involve whole day or weekly time allocations as well as individual sessions and continuous provision activities. In school there is a plan of content coverage for each year group. This ensures all National Curriculum content is covered within the school and enables children to develop the required skills in the subject areas.

## **2. Inclusion and Diversity**

Throughout the teaching of history and geography, children are encouraged to talk and work in mixed ability pairs and groups. This enables all children to participate in lessons and promotes the inclusion of children with special educational needs and disabilities (SEND), children who come from disadvantaged backgrounds and children who come from a family where English is an additional language (EAL). Diversity is encouraged through the selection of specific subject content, for example, in history Mary Seacole is studied as well as Florence Nightingale. Stories from all around the world are read to the children to develop their geographical vocabulary and also to show diversity throughout the world.

## **3. The Importance of History**

History fires pupils' curiosity about the past and the wider world. Children consider how the past is influencing the present as well as the future. It develops understanding of chronological framework and children's knowledge of significant events and people. Teachers are responsible for the implementation of history effectively and to assist pupils to:

- Develop chronological understanding of periods of time.
- Increase knowledge and understanding of key events.
- Know about famous people who have influenced the course of history.
- Recognise that the past is represented and interpreted in different ways.
- Be able to use a range of sources to select and record relevant information.

## **4. The Importance of Geography**

Geography provokes and answers questions about the natural and human worlds, using different areas of enquiry to view them. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem solving skills both inside and outside the classroom. In addition, geography helps shape thinking about the future. Teachers are responsible for the implementation of geography effectively and to assist pupils to:

- Develop skills which enable them to develop their knowledge and understanding of places.
- Undertake geographical enquiry both inside and outside the classroom.

## **5. The Teaching of History at Onslow Infant School**

At Onslow there is also a heavy focus on historical enquiry throughout the topics and children are able to use a wide range of historical sources including diaries, pictures, paintings, photographs and artefacts. Children are encouraged to ask and answer questions about these sources and analyse them to work out the important historical information from the clues each source provides. Children are also encouraged to make comparisons between the past and

the present and talk about how artefacts and events have helped lead to our world today. Links between history and geography and other subjects, especially English, are frequently made and a focus on the quality of written work, not the quantity, is encouraged. Opportunities for educational visits are provided to stimulate or reinforce the teaching that takes place within school, to engage the children and enable them to develop their understanding of history in relation to the history skills outlined in the national curriculum and the world around them. All years commemorate Remembrance Day by holding a one minute silence at 11.00am on 11<sup>th</sup> November.

## **6. The Teaching of Geography at Onslow Infant School**

Each year group has been allocated National Curriculum areas of geography. As well as class based activities, outdoor learning is used to develop and reinforce geographical skills and knowledge and woodland sessions are also used to develop skills and fieldwork. Much geographical vocabulary is explored and discussed through storytelling; an amazing source and which has a high priority at Onslow. Geographical enquiry-based learning is used throughout the year groups. There is an ongoing 'Africa Project' running within the school where children learn about the lives and schooling of children in The Gambia. This is linked to the McMath Foundation School and fundraising for this is ongoing each year.

## **7. The teaching of history and geography in EYFS**

- EYFS follow the statutory framework for the early years foundation stage. History and geography is seen primarily within the learning and development area of understanding the world although it is also incorporated into other areas as appropriate. At Onslow EYFS follows a continuous provision approach to learning. The early learning goals linked to geography and history are:
  - Understanding the World ELG: Past and Present
    - Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.
  - ELG: People, Culture and Communities
    - Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
  - ELG: The Natural World
    - Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

## **8. Assessment of History and Geography**

As part of the learning process children will discuss the outcomes of their learning, its merits and the ways in which it could be improved. This could be a result of oral or written work, will happen on a regular basis and involve:

- Children's conversations to help determine whether success criteria were met.
- Conversations with teaching staff to help determine whether success criteria were met.

EYFS and Year 1 make ongoing Tapestry observations. Data for each year group is collected and analysed termly via the school online reporting systems or Tapestry assessment systems. Gaps in learning are identified along with individuals who need challenging or require extra support. This information is then discussed with Year group leaders of learning. At the end of each year, a judgement is made as to whether KS1 pupils are achieving a level of: needing support, satisfactory, good or exceeding in geography and history. EYFS judgements are made against early learning goals.

## **9. Role of the Subject Leader for History and Geography**

The subject leader is responsible for the monitoring and development of geography and history and for ensuring quality and raising standards in the subjects by:

- Playing an active role in the development of history and geography.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching and learning ideas.
- Monitoring and evaluating pupils' work, pupils' views on the subject, displays and teachers' planning.
- Ensuring curriculum content by analysing plans and subject curriculum maps and through these ensure the development of geography and history skills.
- Auditing, ordering and replacing resources.

Producing a subject leader action plan, which is evaluated at the end of each term

## **10. Resources**

The majority of resources are kept in classrooms in topic boxes. Each classroom has a globe and atlas'. A box of historical artefacts is stored within the cupboard in the Hive.

## **11. Enrichment Activities**

Onslow School actively encourages pupils to be able to experience history and geography through enrichment activities. These include Wow Days, whole school subject weeks, visitors coming into school to share their knowledge and experiences and going on trips. Parents are encouraged to share geography and history home learning. This includes sharing photographs on tapestry, sending postcards and bringing in artefacts.

## **12. Health and Safety**

Teachers should take account of health and safety. Risk assessments are completed as necessary.