

Individual Growth, Individual People'

Head Teacher: Mr Matt Joyce



Humanities Policy (History & Geography)

Reviewed May 2024

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HISTORY POLICY

1. Introduction

- 1.1 The teaching of History at Newark Orchard School will be considered within this policy statement.
- 1.2 History is a National Curriculum foundation subject and is compulsory to the end of Key Stage 3.
 - 1.2.1 At Newark Orchard School, we feel it is essential that all children and young people experience History. Such provision, however, shall be at a level appropriate to their development and abilities.
- 1.3 The teaching of History at Newark Orchard School is based on the premise that the more remote the concepts are from the students' own experience; the less relevant those concepts are to their needs.
- 1.4 A consequence of 1.2.1 and 1.3 above is the fact that students in school may well, at key Stage 3, be working on programmes of study at or below level 1.

2. The Aims of Teaching History

- 2.1 The main aim of History at Newark Orchard School is to develop an awareness of the nature of History; that things change over time and that these changes affect their lives, the lives of others and, at times, their environment. It is also hoped that students' curiosity will be stimulated.
- 2.2 Specifically, this may be done by encouraging within the students the development of:
 - a) a sense of chronology and an ability to sequence events and use common words and phrases relating to the passing of time;
 - b) an awareness of the past through stories (and other visual/auditory sources) and eyewitness accounts from different periods and cultures;
 - c) the ability to question why events happened and what were the consequences;
 - d) the notion of difference and similarity and the ways of identifying the same from present and past times;
 - e) skills to use a range of historical sources, including artefacts, museum displays, pictures and photographs, films and videos, music, oral accounts, written sources, buildings and sites and computer based materials;
 - f) the skills to find out about history for themselves, progressing from the present and familiar to those more distant in time and space and;

- g) be given the opportunity to communicate their understanding and awareness of history in variety of ways and to recognise the different ways in which the past is represented.
- 2.3 Students will thus develop a framework and conceptual base for the understanding of chronology (time) and knowledge of historical events. The historical process will be reinforced through the interpretation of historical evidence with students evolving a sense of continuity – some things stay the same, change – some things are different, cause – why did it happen and consequence – what was the result.
- 2.4 Wherever possible the learning processes outlined above should be based on direct experience, practical activities, use convenient sources (family/school information) and utilise the local environment as a primary source.

3. History in the Curriculum

- 3.1 It is envisaged that students will work within their Key Stage or on age appropriate courses of study so that progress and achievement are maintained through focussed targeting and differentiation. There should be a “breadth of study” across the Key Stage.
- 3.2 History is delivered through Knowledge and Understanding of the World in EYFS/Key Stages 1 and through a modular approach in Key Stage 2 and 3.
- 3.3 In addition to 3.2, some History is incidental, in that it may be part of the familiar routine of school, eg talking about the timetable, or may be experienced as part of another curriculum activity, eg going on an off-site visit.
Staff should be alert to the fact that History is inherently interesting to some students – they may bring in objects, old photos, holiday snaps etc. It is important to recognise any incidental learning and these should be drawn out and used to support and enhance the teaching of History.
- 3.4 On leaving school, the students will have experienced work covering the aims set out above where appropriate to their individual needs.

4. Planning

- 4.1 All teachers will receive termly topics through curriculum maps, indicating which aspects of the National Curriculum and other areas of learning that it is anticipated they should cover with their class group.
- 4.2 All teachers are responsible for ensuring that all students have ample opportunities within the timetable to experience History and develop an awareness of change and continuity over time. The teacher should enable the student to develop an understanding of the concept of time in a way which is appropriate to the personal and educational needs of the student.

- 4.2 Teachers are encouraged to collaborate within their department and across phases to ensure a level of cohesion within History provision.

5. Reporting

- 5.1 Students' experiences in all areas and aspects of the curriculum are reported to parents/carers in the Annual Review.
- 5.2 Parents/carers have the opportunity to discuss the report with the child's teacher at the Annual Review.
- 5.3 Parents will receive an end of year summation of the historical skills, knowledge and understanding and experiences gained by the student during the previous year if this subject is delivered within the key stage.

6. Inset and Support

- 6.1 It is anticipated that all staff involved in the teaching of History will be encouraged to evaluate and review this policy and advise on the support and development of History provision throughout the school.
- 6.2 SLT will support teachers seeking development opportunities in History in line with the School Development Plan, CPD and resources allocation.

GEOGRAPHY POLICY

1. Introduction

- 1.5 The teaching of Geography at Newark Orchard School will be considered within this policy statement. After Curriculum 2000 and a statutory review in 2002 Programmes of study were made non-statutory.
- 1.6 Geography is a National Curriculum foundation subject and is compulsory to the end of Key Stage 3
- 1.7 At Newark Orchard School, we feel it is essential that all children and young people experience Geography. Such provision, however, shall be at a level appropriate to their development and abilities.
- 1.8 The teaching of Geography at Newark Orchard School is based on the premise that the more remote the concepts are from the students' own experience; the less relevant those concepts are to their needs.
- 1.9 A consequence of 1.7 and 1.8 above is the fact that students in school may well, at Key Stage 3, be working on programmes of study at or below level 1 (see 3.1)
- 1.10 Government guidelines and guidance that promotes the notion of schools having an "international dimension". Newark Orchard School will take on board this view and seek to develop "global awareness" in school, for all students.

5. The Aims of Teaching Geography

- 5.1 The main aim of Geography at Newark Orchard School is to promote an awareness of the world around them and the variety of life within it.
- 5.2 Specifically, this may be done by encouraging students to investigate and ask geographical questions, undertake geographical enquiry and use geographical skills etc.
 - h) ask geographical questions;
 - i) observe and record;
 - j) communicate in different ways;
 - k) use geographical language;
 - l) use fieldwork techniques;
 - m) use globes and maps and plans (at a variety of scales);
 - n) use secondary sources to obtain information and ideas
 - o) specifically seek to use new technologies to link with and engage with partner schools from other localities, both domestic and foreign.

p) Use facilities and locations within walking distance from school as part of the local community to School (demonstrating a positive approach to community and local awareness)

Students will also:

- j) investigate localities, noting similarities, changes and comparisons – where appropriate, students will be encouraged and trained to travel independently.

- 5.3 Students will thus use and develop **skills** in explaining links between **places** (at a local scale and in a wider world context) and **themes** to understand the relationship between **people** and their **environment**, in particular environmental change and sustainable development.
- 5.4 Wherever possible the above involves practical use, through investigation and fieldwork, of school buildings, grounds and the immediate locality – Balderton and the centre of Newark. A wide variety of visits to areas of interest outside the immediate locality are included as part of the curriculum.
- 5.5 Activities that involve experiences out of school will also be fostered and encouraged.

6. Geography in the Curriculum

- 6.1 It is envisaged that students will work within their Key Stage or on age appropriate courses of study so that progress and achievement are maintained through focussed targeting and differentiation.
- 3.2 Geography is delivered through Knowledge and Understanding of the World in EYFS and KS1, and through a modular approach in Key Stage 2 and 3.
- 3.3 The notion of cross-curricular links and themes are highlighted on long term and medium term planning.
- 3.4 In addition to 3.2, much Geography is incidental in nature and does not form part of the formal curriculum planning process. Examples of “incidental” Geography might include:
 - finding their way around school
 - travelling to and from school in buses and taxis
 - using local services
 - discussing/recording the weather daily
 - student prompted enquiries
 - field study trips
 - TITAN travel training (red, amber, green level)

- 3.5 On leaving school, the students will have experienced work covering the aims set out above where appropriate to their individual needs. The level of achievement will be recorded through the school's recording system.

7. Planning

- 4.1 All teachers will follow the curriculum maps indicating which aspects of the National Curriculum and other areas of learning that it is anticipated they should cover with their class group (see also 4.4).
- 4.3 All teachers are responsible for ensuring that all students have ample opportunities within the timetable to experience Geography and the generalisation of skills, concepts and knowledge.
- 4.4 Teachers are encouraged to collaborate within their department and across phases to ensure a level of cohesion within Geography provision.
- 4.5 It is anticipated that students engaged in Field Study Trips shall be given the opportunity to engage with geographical concepts and such elements should be factored and included within the planning for the programme.

5. Reporting

- 5.1 Students' experiences in all areas and aspects of the curriculum are reported to parents/carers in the Annual Review.
- 5.2 Parents/carers have the opportunity to discuss the report with the child's teacher at the Annual Review.
- 5.3 Parents will receive an end of year summation of the geographical skills, knowledge and understanding and experiences gained by the student during the previous year if this subject is delivered within the key stage.

6. Inset and Support

- 6.1 It is anticipated that all staff involved in the teaching of Geography will be encouraged to evaluate and review this policy and advise on the support and development of Geography provision throughout the school.
- 6.2 SLT will support teachers seeking development opportunities in Geography in line with the School Development Plan, CPD and resources allocation.

