



History/Geography Subject Statement

A brief statement of intent

It is our intention to help children develop skills and knowledge that will enable them to understand and become familiar with the geography and history which has shaped our world. We intend to try and bring the subjects alive by including visits, role play and hands on learning in the subject area.

Purpose of this statement:

- ◆ To establish an entitlement for all pupils in the subjects of Geography and History;
- ◆ To establish expectations for teachers and pupils
- ◆ To promote continuity and coherence across the school;
- ◆ To promote a shared understanding of Geography and History, within the community;
- ◆ To explain how Geography and History are taught in Buckden CE School
- ◆ To give further guidance about Geography and History.

Entitlement:

All pupils, appropriate to their ability, have the entitlement to:

- ◆ Assess and engage with their own learning.
- ◆ Understand their place in a local community and wider world.
- ◆ Understand how British history has helped shape the country we live in.

Time Allocation

History and Geography should be covered equally within Topic time spread across the School year.

Teaching and Learning

Knowledge, skills and understanding taught in History should include: chronological understanding, knowledge and understanding of events, people and changes in the past, historical interpretation, historical enquiry and organisation and communication.

Knowledge, skills and understanding taught in Geography should include: geographical enquiry skills, knowledge and understanding of phases, knowledge and understanding of patterns and processes, knowledge and understanding of environmental change and sustainable development.

EYFS

History is covered in the specific area Understanding the World. The People and Communities section in Development Matters and the Early Learning Goal detail what a child is to learn, what adults can do to support this learning and how to enable the environment to achieve this. Characteristics of Effective Learning underpin and support the children's learning with the Playing and Exploring aspect linking closely to historical and geography enquiry skills. Additionally, topics taught and continuous provision planning identify opportunities to learn about personal and local history with emphasis upon asking questions linked to the Communication and Language statements.

Planning, Assessment and Marking

These are carried out in line with the School's Planning, Assessment and Quality Marking and Feedback policies.

Resources

Artefacts, guided reading sets, maps and teacher resource books are all held in the History and Geography cupboard by the little Music Room. Specific resources for topics covered in each year

will be collated by each year to ensure easy access to these plans and resources for relevant staff members in future years

British Values

Children are taught tolerance of others and the importance of mutual respect when learning about other cultures in Geography. They are taught about the development and importance of the rule of law, democratic leadership and individual liberty in History.

Dyslexic Friendly School

We recognise that some pupils, despite intellectual and other abilities, have unexpected difficulty learning to read and/or to spell and write fluently. These pupils may be described as having dyslexia.

We recognise that some of these pupils have special educational needs; that these needs have to be met to the best of our ability and resources; and that these pupils have the same right of access to the curriculum and to all the activities of the school as all other pupils. We will therefore make the following arrangements to try to ensure that their needs are met.

- We will operate an early identification and monitoring programme to try to ensure that all pupils who are experiencing difficulties with reading and spelling are identified as early in their school career as possible.

- Where necessary we will assess and make provision for the pupil's difficulties within the accepted framework for Special Educational Needs. We will prepare an individualised education plan setting out the provision we propose to make for the pupil and the objectives for that provision.

- If, despite our efforts to ameliorate the pupil's difficulties, it is felt that there is still a noticeable mismatch between a pupil's oral skills (talking and listening) and his/her attainment in reading, spelling and general English skills, we will, following consultation with parents, refer the pupil for assessment by an Educational Psychologist. This assessment will address the need for specialist support.

- Following discussion with the Educational Psychologist we will formulate a revised individualised education plan for each pupil.

- The plan will set out the provision which we can make from within our own resources and the strategies which class teachers can adopt to help the pupil access the curriculum. All teachers who teach the pupil will be made aware of his/her difficulties and will be made aware of the agreed plan and the agreed strategies to help give the pupil access to the printed aspects of the curriculum.

- These strategies will include the use of word banks, personal (illustrated) dictionaries, the use of spellcheckers and other spelling aids. We will try, within the limits of our resources, to promote the use of Information and Communication Technology (ICT) where appropriate to support learning (e.g., reinforce basic literacy skills, editing and revising text, etc.).

- We will try to be as sensitive as possible to sources of anxiety and embarrassment e.g. being asked to read aloud in class without adequate preparation, being asked to copy large amounts of written material from the board.

- Teachers will take account of the pupil's difficulties when marking work by, for example, concentrating on content. They will also be aware of the need to find alternative ways of assessing progress rather than always through written tests and examinations.

- We will try, as far as is possible within our resources, to make appropriate arrangements for pupils to undertake tests or examinations. This may involve giving the pupil additional time; allowing the questions to be read to him/her; allowing the pupil to use I.C.T.

- Teachers will take account of the pupil's difficulties when setting homework assignments. They will consult with parents and set homework which can be completed by the pupil within a reasonable period of time. Teachers will also try to ensure that assignments set by different teachers are co-ordinated and do not impose an unfair burden on the pupil.

- We are aware that pupils with dyslexia have experienced "failure" and that often their motivation for reading and written work is low. We are conscious of the need to make these tasks as attractive and stimulating as possible and of the need to find ways of raising the pupil's motivation generally. This is particularly important since the nature of their difficulties means that there will need to be a lot of repetition of basic work to ensure that reading vocabulary, spellings etc. are learned and retained.

- We will try to suggest ways in which parents can help us help their child. We believe that parents can contribute a great deal to an educational programme by, for example, reading to their child on a regular basis; participating in paired-reading schemes; hearing their child read every day, making and illustrating personal dictionaries and word-banks; supporting the child while doing homework etc.