

Newport Infant School

Humanities – History and Geography Policy

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Policy Lead	Headteacher
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Purpose of study

- To gain knowledge of Britain's past and that of the wider world
- To inspire a curiosity and fascination about the world and its people
- To inspire pupil's curiosity about the past
- To gain knowledge about different places, people and natural and human environments
- To develop the ability to ask questions, weigh evidence and develop perspective and judgement
- To understand the links between human and physical processes
- To understand about the lives of others and the process of change and relationships between different groups
- To know their own identity and their local heritage
- To understand their own lives and locality and be able to compare them to the lives of people in other parts of the world

Aims

- To develop an awareness of the past using words and phrases that relate to the passing of time
- To know where the people and events studied fit in a chronological timeline
- To be able to identify similarities and differences between ways of life at different times in the past
- To have a wide vocabulary of historical terms
- To be able to ask and answer questions and show an understanding of the key features of events
- To understand some key ways to find out about the past
- To develop a knowledge and understanding of local heritage
- To develop knowledge about the locality, the United Kingdom and the wider world
- To know and understand key vocabulary relating to human and physical geography
- To use skills such as first hand observation and mapping to develop an awareness of the locality
- To be able to compare their own locality and society with that of others in different places

Teaching, Learning and Assessment

Long term planning across Reception, Year 1 and Year 2 ensures that all key skills and content are covered and that there is a clear progression of history and geography skills.

Medium term planning for knowledge and understanding of the world encompasses the history and geography objectives and content.

History and geography are planned within the context of the termly topics as cross curricular learning. The planning allows for subject specific skills to be developed alongside reading, writing and mathematics. There are clear SMSC links throughout the programmes of study for History and Geography that are embedded across the three terms of each curriculum year through meaningful contexts for learning.

All teaching and learning is inclusive and promotes equality and inclusion for all pupils. Appropriate adaptations to the curriculum offer are made for pupils with additional needs, medical conditions and those who require support with English as a second language.

Teaching and learning starts with the locality and local heritage work in Reception and in Year 1 and Year 2 this is further embedded as well as widening study to include the rest of the world.

In history pupils will be taught about:

Changes within living memory including change in national life

Significant events beyond living memory both national and global such as the Gunpowder Plot, Great Fire of London, first aeroplane flight and events commemorated through festivals and anniversaries

The lives of significant individuals in the past who have contributed to national and international achievements such as Elizabeth 1 and Queen Victoria, Neil Armstrong, LS Lowry, Mary Seacole, Florence Nightingale. Use these figures to compare aspects of life in different periods.

In geography pupils will be taught about:

Locational knowledge – name and locate the world's 7 continents and 5 oceans

Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas

Place knowledge – understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country

Human and physical geography – identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork – use world maps, atlases and globes to identify the UK and its countries as well as other countries, continents and oceans studied

Use simple compass directions and locational and directional language to describe the location of features and routes on a map

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

History and Geography is taught using first hand experiences; visits, visitors to school, artefacts, stories and outdoor learning on school site. It is taught within a meaningful context that develops pupils' knowledge and understanding of their world.

Links to local heritage will be embedded in the history and geography offer across school. This will focus around opportunities for the pupils to go out into the local community to learn about its past, present and future and to play an active role in everyday life as well as developing a sense of belonging and a passion to protect and take care of their environment.

Knowledge Organisers will be used to support the sequencing of teaching and learning in History and Geography. These will identify relevant prior knowledge, key vocabulary and key skills and knowledge for the unit being taught. Each knowledge organiser will have a relevant assessment to be used by the class teacher to ensure that children have learned the key content of the unit.

History and Geography will be assessed using teacher judgements based on work in pupil workbooks pupils' responses in class and activities in lessons along with assessment tasks related to the knowledge organisers.

Long Term Plan – History and Geography (SMSC links in red)

Year Group	Autumn Term	Spring Term	Summer Term
Reception	**Homes – what is special about your home and your family?** **Family tree – who were your grandparents and what did they do for their living?** **Remembrance – the meaning of the poppy.** **Walk into Newport looking at the buildings in the town that we know.** **School environment – picture maps on the theme of pirates.**	**What are the houses like in Newport?** **What jobs do people do in Newport?** **People who help us – police, firemen, paramedics – emergency services and their vehicles.** **Routes and maps – picture maps on the theme of wonderful wheels.**	**Parks in and around Newport – Chetwynd Deer Park visit.** **Farm visit – comparing Newport town and the farm.** **Directions – parks, Deer Park and farm.** **Handa's Surprise – compare and contrast life in an African visit to life in Newport** **Go Green project - recycling**
Year 1	Changes in living memory – changes in transport Events beyond living memory – **Guy Fawkes and the Gunpowder Plot** **Remembrance Day – Poppies and World War 1 – visit to the local Cenotaph.** Significant historical events, people and places in the locality – **Neil Armstrong, Tim Peake, Guy Fawkes, World War 1, Newport walk linked to Library visit focusing on buildings.**	The lives of significant individuals in the past who have contributed to national and international achievements including comparison of aspects of life in different periods – **Queen Victoria and Queen Elizabeth II** Identify seasonal and daily weather patterns in the UK – **focus on seasons Winter and Spring**	Locational knowledge linked to animals – **work about the school environment, Newport and the rest of the world.** Use simple compass directions and locational and directional language to describe the location of features and routes on a map – **mapping the Carnival route** Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key

	Identify seasonal and daily weather patterns in the UK - **focus on season of Autumn** Recognise the features and routes on a map- **local maps of Newport** Use basic geographical vocabulary to refer to: key physical features including beach, forest, hill, mountain, sea, river and soil – **Link to Mrs Jolly's Journey.**	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols on a key – **work on castles based on Stafford Castle and knights and dragons/kings and queens.** **Work on key buildings in Newport – market hall, Guildhall, church.** Use basic geographical vocabulary to refer to: key human features, including town, farm, house, office and shop – **heritage work – Newport buildings** Use basic geographical vocabulary to refer to: key physical features including beach, forest, hill, mountain, sea, river and soil – **use of a range of maps and photographs linked to castles**	human and physical features of its surrounding environment –**map the school grounds. Visits to Chetwynd Deer Park and Weston Park.** **Go Green project - recycling**
Year 2	Changes in living memory – **heritage work – Newport Canal** Events beyond living memory – **Remembrance and World War I, Guy Fawkes and the Gunpowder Plot, visit to the local Cenotaph** Name and locate the seven continents and five oceans of the world – **world map work** Name, locate and identify characteristics of the four countries	The lives of significant individuals in the past who have contributed to national and international achievements including comparison of aspects of life in different periods – **Artists – Van Gogh, Edgar Degas, Pablo Picasso** **Canal art based on narrow boats found on the local canals.** **Work on local canal network using geographical vocabulary, aerial photos and directions.**	Use basic geographical vocabulary to refer to: key physical features including cliff, coast, ocean, valley, vegetation, season and weather-**Go Green focus – environmental geography, looking after the planet and recycling** Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key

	and capital cities of the UK and its surrounding seas – Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country – **comparison between our world and Immi's World.** Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage Use basic geographical vocabulary to refer to: key physical features including cliff, coast, ocean, valley, vegetation, season and weather- **canal work, comparison of Immi's world and pupils own surroundings.** Key human features, including city, village, factory, port, harbour – **use of maps and photographs, walk into Newport**	Use simple compass directions and locational and directional language to describe the location of features and routes on a map -**Finding routes on a map and using compass points.**	human and physical features of its surrounding environment – **environmental work on the local environment, work on Newport canal**

	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols on a key – **heritage Canal work – walks into Newport**		