



Curriculum Policy for teaching History, Geography and Design and Technology

Audience:	Parents School staff Local Governing Bodies
Approved:	Sept 2020
Other related policies:	Curriculum Policies, Teaching and Learning, SEND, Equalities
Policy owner:	Debbie Conroy
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Review:	
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At Sir Martin Frobisher Academy, we believe that our curriculum should be enjoyable, rich, varied and challenging in order to engage and excite our children. We strive to meet the needs of all our pupils and ensure each and every child is able to fulfil their potential. We have developed a creative thematic approach to teaching the History, Geography and Design and Technology curriculum. This approach to the curriculum is a skills-based approach. The intention is to give children and teaching staff more opportunity to explore their own creativity and to give the children more purpose for their learning. We aim to create independent thinkers who take ownership over their own learning.

Organisation:

The curriculum has been organised to ensure that skills for individual subjects are not watered down but enable cross-curricular links to be made where they are relevant. Each term there is a whole school subject specific focus for each topic. In the Autumn Term there is a History focus, in the Spring Term a Design and Technology focus and in the Summer Term a Geography focus. There are twelve themes in Key Stage 1 and twenty-three themes in Key Stage 2. The themes have been chosen to allow cross-curricular links to develop and all the skills of the Geography, History and Design and Technology Curriculum to be taught.

A theme overview is created, along with a medium-term plan which outlines the context for each subject and the skills that are being covered. Teachers create their own weekly plans for each theme. Cross-curricular links are made to other subjects in the thematic plan. Thematic projects are taught which focus on an end product or outcome. At the end of each term there is a whole school celebratory outcome.

Curriculum enrichment:

The curriculum is enriched at Sir Martin Frobisher Academy through the organisation of:

- House mornings
- Themed days / weeks
- Class assemblies
- School visits
- Residential visits
- Speakers and visitors
- Productions and shows
- Extra-curricular activities

Assessment:

Assessment of History, Geography and Design and Technology skills will be carried out in accordance with the school's assessment policy.

Purpose and value:

At Sir Martin Frobisher Academy, we believe our skills based thematic approach to teaching History, Geography and Design and Technology benefits our children's learning in the following ways:

- Children have a purpose to their learning and learning is more meaningful.

- Children are more engaged and become independent learners and thinkers.
- The rich, creative and exciting curriculum brings learning alive for the children.
- Children can reflect on the skills they have learnt and are able to talk about their progress.
- Children are aware of their targets and how they can make more progress.
- Through the acquisition of skills rather than content, children become equipped to be good learners beyond life at Sir Martin Frobisher Academy.
- All learners are able to access the learning through a multi-sensory curriculum which lends itself to a hands-on and creative approach.
- Thematic role-play areas improve speaking and listening skills and develop children's confidence.

Resources:

Resource boxes are being created for each theme that is taught across the school. Each box may consist of artefacts, books, posters, prepared resources, DVDs and plans. Class teachers are required to care for the resources, ensure they are returned to the box at the end of the theme and report the loss or damage of resources to the curriculum leader.

Success Criteria for this policy:

- All History, Geography and Design and Technology subjects and skills are catered for in the themed curriculum.
- Children are being equipped with skills which underpin all learning across the school.
- All cross-curricular links within the theme are relevant and meaningful.
- Children are engaged and enjoying their work in each themed unit and are confident talking about and applying the skills they have learnt.
- Teaching and learning are being monitored.
- All learners are catered for and are able to access the learning.
- Learners are aware of the skill they are learning for each lesson and are able to evaluate their own success according to a set of clear success criteria.

Monitoring & Evaluation:

In order to effectively evaluate this policy, as a Governing Body we will ask ourselves the following questions on an annual basis or in light of any developments and changes in school:

- Are our success criteria being met?
- How can we tell?
- Have there been any difficulties? Why have they arisen?
- What have been the successes? What made these possible?
- What do parents and pupils think about our policy?
- Are there any local or national initiatives in which the school should join?
- How can the policy be improved?