



Curriculum Policy for teaching History, Geography, Design and Technology, and Computing

Audience:	Parents School staff Local Governing Bodies
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Other related policies:	Curriculum Policies, Teaching and Learning, SEND, Equalities
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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, Design and Technology, and Computing 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 and Computing focus and in the Summer Term a Geography focus. There are six themes in EYFS, 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, Design and Technology, and the Coding aspect of the Computing 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.

Implementation

History:

A six-lesson sequence has been created for teachers to follow in their medium-term and weekly plans. This lesson sequence ensures that children can develop their historical skills and compare different periods of History that they have studied previously. In the first lesson of every history unit, children will learn where the current History unit fits within History and allows them opportunities to draw on previous learning. The following lessons allow for a more in-depth study of life in this period and significant people or events from the period studied. Lesson four gives children the opportunity to look at different sources of information and discuss the validity and accuracy of sources. Lesson five focuses on the impact the period studied has on life today. In the final lesson, children are given the opportunity to create a piece of work for our whole school celebratory outcome that reflects the previous five lessons learning.

Design and Technology:

A six-lesson sequence has been created for teachers to follow in their medium-term and weekly plans. This lesson sequence follows the National Curriculum's design, make, evaluate with appropriate technical knowledge taught where necessary. The first lesson focuses on exploring the appropriate mechanisms or techniques that the children will need for their final piece of work. Lesson two gives opportunity to practise any technical skills or knowledge needed. After, child are given time to design

and make their product before having time to evaluate their work. Children can have their work celebrated through our whole school exhibition at the end of the term.

Geography:

A six-lesson sequence has been created for teachers to follow in their medium-term and weekly plans. This lesson sequence allows children to build on their geographical skills year on year and enables children to make comparison to previous learning. The first lesson focuses on learning about the location of the place they are studying using resources such as maps and images. Children are also given the opportunity to describe the location focusing on geographical aspects such as oceans, continents or human and physical features. The following lessons will provide children with the opportunity to study the physical and human features and make comparisons with previous learning.

Computing:

As part of our Computing curriculum, we ensure our children develop skills in e-safety, coding & digital literacy. We use Scratch to provide a fun, engaging, and high-quality computing education which equips children to use computational thinking and creativity to understand the changing the world around them. Designed in a way that builds each year on the knowledge and skills practised in the previous year, the curriculum will teach children the key knowledge about how computers and computer systems work, how they are designed and how they are programmed. Children learn the importance of safety online and practise their digital literacy skills at various points throughout the year.

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, Design and Technology, and Computing 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, Design and Technology, and Computing 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, Design and Technology, and Computing 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?