

## **New Hope Christian School (NHCS) Social Studies Policy Statement**

### **INTRODUCTION**

This policy outlines the teaching, organisation and management of social studies taught and learnt at NHCS. We believe that a social studies is the tool of learning and communication and is about people and their development over a period of time. It is essential to our understanding of the development of the modern world. Skills developed through the study of social studies/history are applicable to everyday life.

### **AIMS**

Our aim is to ensure that all children are given the opportunity to develop the thinking skills and research skills, which are necessary for effective Historical enquiry

Our aims in history are:

- To help children understand the present in the context of the past
- To arouse interest in the past and encourage questioning, speculation and enquiry of historical evidence.
- To foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- To foster an understanding of various cultural backgrounds
- To contribute to children's knowledge of how societies and people have developed over time
- To promote the skills of argument, hypothesis, chronology, sequencing, awareness of points of view, observation, evaluation, research, comparison, deduction, role-play
- To enrich and support other areas of the curriculum
- To prepare pupils for adult life by helping them to understand the nature of the society in which we live
- We will achieve these aims by the following objectives:
  - Pupils will study everyday life and culture of people in the past and make comparisons with their own lives and experiences
  - Pupils will compare a range of historical events to gain knowledge of change and the evolution of life styles
- Pupils will be given an understanding of chronology
- Pupils will recognise that some things change and others remain the same
- Pupils will made aw are that historical events often have more than one cause and consequence

### **EQUAL OPPORTUNITIES**

In line with our *Equal Opportunities Policy* we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

### **DIFFERENTIATION**

The varying needs and abilities of the children will be addressed through activities which should cover a range of class, group and individual work. These differentiated activities should be reflected in the planning.

### **ASSESSMENT**

Assessment will be on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions, questioning about tasks and informal summative assessment. Reporting to parents occurs annually with a written report and through Parent Interviews.

### **APPROACHES**

The history curriculum offers a wealth of possibilities for contexts and tasks where

pupils can apply their knowledge, skills and understanding creatively. A variety of approaches will be used to cater for differing learning styles-visual, auditory and kinaesthetic:

- Story
- Timelines
- Individual/group/class projects
- Classroom displays
- Role play and drama
- Art work/model making/ craftwork
- Mapwork
- Use of photos, artifacts and other resources
- Site and educational visits
- Problem solving /debates/ reconstructions
- Thinking Skills using a range of Mind mapping formats
- Reflective questioning
- K.W.L. grids (What I know , what I want to know , what I have learnt)
- Cause and effect

### **ORGANISATION**

The History programme of study is divided into five main themes:

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past
- Historical interpretation
- Historical enquiry
- Organisation and Communication

### **RESOURCES**

- Each year group will be collecting a range of resources relevant to their particular themes.
- The pupils own experiences
- The experiences of those people known to them
- The experience of visitors
- The local environment and beyond
- School broadcasts
- Library reference books
- Other resources mentioned under "Approaches"
- I.C.T.

### **HEALTH AND SAFETY**

Health and safety regulations in class-based lessons apply as for any other subjects. For outside visits there will always be the required pupil/adult ratio:

### **ROLE OF THE YEAR TEACHER**

- To ensure the delivery of the Social studies curriculum across the year team.
- To ensure that high standards are maintained across the year team.
- To play a major role in the development of school policy and practice.
- To have responsibility for securing high standards of teaching and learning in Social studies and evaluate their effectiveness.
- To ensure that practices improve the quality of Social studies education throughout the school and raise standards of achievement.
- To inform future priorities and targets for the subject.
- To ensure familiarity with the policy and plan lessons if to monitor medium term planning through yearly action plans.

### **ROLE OF THE HEADTEACHER**

- To supervise the management and monitoring of this policy's implementation,

- including monitoring teaching plans and the quality of teaching in classrooms.
- To ensure that social studies remains high profile in the school's development work.
- To deploy support staff to maximise support for this policy.

FEB 2008