



Gulf British Academy

Social Studies Policy

Primary

Introduction

This policy outlines the purpose, nature and management of the history, geography and Kuwait Social Studies (KSS) taught and learned at Gulf British Academy.

History and geography are foundation subjects within the National Curriculum. KSS is a mandatory subject required to be taught by the Ministry of Education for Kuwait. All fall under the umbrella of Social Studies or Topic, where the curriculums overlap, both are taught to our standard.

All members of staff will be provided with a copy of this policy and it is the responsibility of the Key Stage 1 and 2 Coordinators to explain the teaching and learning implications of it.

SECTION 1: Principles

History

Aims and purposes

- To help children to understand the present in the context of the past.
- To stimulate children's interest and natural curiosity in the past and people who have lived in the past and how it compares with the present and future world in which the children will live.
- To help children to understand the passage of time and how significant events and people fit into a chronological framework.
- To foster an understanding of various cultural backgrounds.

- To help children to make sense of the environment in which they live and to foster a sense of identity as citizens in a local and world context.
- To help children develop a greater understanding of our world and its peoples so that they can understand more about themselves as members of society.
- To develop an awareness that history is all around them and help children to appreciate and conserve their built and natural environment – a sense of pride in their local area and in their natural heritage.
- To develop an understanding and respect both for people in the past and those alive today who have had or have different/similar experiences, attitudes, values, beliefs and technologies.
- To develop abilities to observe, empathise, analyse, and evaluate the world around them, leading them to draw informed conclusions.
- To foster the development of self-esteem and pride in their work as independent learners.

Objectives

- To provide children with an experience of history which is both valid and stimulating.
- To help children to develop research and enquiry skills and to use information to help them to interpret the past through the data they collect.
- To encourage a lively and questioning approach to history which enables children to enjoy what they do.
- To help children to understand how we find out about the past e.g. oral, written, artefacts and physical and archaeological remains.
- To teach children in a cross-curricular way and to foster learning through the development of language and other skills.
- To incorporate a futures perspective that takes account of the importance of historical change, encourages children to envisage alternative scenarios, and promotes an awareness of the possibilities of involvement in creating alternative futures.
- To promote investigative and critical approaches to knowledge, acquire a reflective approach to the learning process, and provide opportunities for children's creativity to flourish.

- To help pupils develop historical knowledge and understanding.
- To develop an appreciation of the need for both continuity and change.
- To develop the ability to communicate historical knowledge in oral, written and visual forms using appropriate vocabulary and techniques.
- To develop a range of skills to interpret primary and secondary source material.
- To distinguish between historical facts and the interpretation of those facts.
- To enhance children's understanding of how history is synonymous with the past; how it is that the past and the study of the past, and the skills developed through the study of history, are applicable to everyday life.

Geography

Aims and purposes

- To stimulate children's interest in their surroundings and in the variety of physical and human conditions on the Earth's surface.
- To foster children's sense of wonder at the beauty of the world around them.
- To help children develop an informed concern about the quality of the environment and the future of the human habitat and thereby enhance their sense of responsibility for the care of the Earth and its people.

Objectives

- The development of a sound framework of place knowledge, awareness of a range of spatial scales and timescales, and understanding of geographical terminology.
- A deep understanding of important concepts and key ideas in geography together with the ability to apply them to new situations and contexts.
- To promote global citizenship by leading towards awareness and understanding of global systems, global patterns, the processes and impacts of globalisation and the opportunities and responsibilities of the individual.

- To incorporate a futures perspective that takes account of the importance of historical change, encourages children to envisage alternative scenarios, and promotes an awareness of the possibilities of involvement in creating alternative futures.
- To promote investigative and critical approaches to knowledge, require a reflective approach to the learning process, and provide opportunities for children's creativity to flourish.
- To ensure that throughout their geographical education, pupils develop a wide range of skills, including those involved in:
 - using and interpreting maps, photographs, satellite images and ICT
 - undertaking investigative fieldwork in a range of settings
 - tackling issues, solving problems and making decisions
- To promote children's awareness of those features which make geography distinctive. i.e.:
 - the focus on place and space
 - the emphasis on understanding society, economy and environment and the processes which shape them
 - the use of a variety of maps, images and spatially located data
 - critical engagement with real world issues and questions
- To enhance children's understanding of how geography has meaning and relevance to their own lives and can assist them in making decisions and taking action both at a personal level and as citizens in society.
- To promote a sense of wonder, enjoyment and constructive curiosity about people, places and their environments.
- To promote curiosity through active engagement and experimental learning drawing on fieldwork, the characteristics of and issues in the local area, and children's own experiences.

Teaching and learning

All teaching and learning must comply with the school's Teaching and Learning Policies.

There are 3 components to Social Studies at GBA: Geography, History and Kuwait Social Studies (KSS). Often where KSS can be used as an example of something within the national curriculum, such as the ancient history of Egypt, the teaching and learning of both can occur at the same time.

The teaching and learning of Social Studies will involve children in an investigative / enquiry approach to learning. By studying primary and secondary evidence or data, they will ask questions, analyse information and communicate knowledge and understanding.

There should be a range of approaches to teaching and learning, including:

- direct teaching, through whole-class and small-group sessions
- opportunities for pupils to apply their learning, either on their own or with others, with varying degrees of support
- opportunities for pupils to reflect on their own learning.

Materials used may include teacher prepared, the use of outside speakers with relevant experience, the use of audio-visual material, including artefacts, maps, the Internet, interactive whiteboard resources, educational visits and the use of published schemes.

The approach may need to be adapted to meet children's needs.

Equal opportunities

All teaching and learning should comply fully with the school's Equality and Equal Opportunities Policy. All pupils should enjoy equal access to the history and geography curriculum.

Teachers should provide for children emerging or developing towards the expected standard. Planning must take into consideration pupils with special educational needs. Guidance on this is provided in the Equal Opportunities Policy.

Teachers should seek further advice on teaching methods and resources from the School Counsellor or Key Stage Coordinator whenever necessary. The more able pupils should be given the opportunity to extend their work.

Teachers will endeavour to include activities that will be of interest to both boys and girls in each topic. Any displays and references to Social Studies should show positive role models of gender, race, ethnicity and disabilities.

SECTION 2: Practice

Leadership and management

The main responsibilities for the Social Studies curriculum lie with class teachers and the Key Stage 1 and 2 coordinator. They include:

- promoting Social Studies and its contribution to children's knowledge and understanding of the world, improving their ability to explain the past in the context of the present and developing their skills of enquiry.
- preparing the school's policy document for social studies.
- coordinating the development of the school's long-term plan to address the main elements of the programme of study.
- coordinating the preparation and use of schemes of work (long-term planning) throughout the school.
- developing strategies for assessing children's progress in social studies in accordance with the school's Assessments Guidelines and Feedback and Marking policies.
- providing support for all members of staff, clarifying the programme for social studies.
- managing and developing resources and equipment.
- monitoring and evaluating teaching and learning in social studies in the school, in accordance with the Performance Management Policy.
- celebrating what is going on in the subject in the school.

Planning

Key Stage 1 and 2 planning will use guidance from the 2014 National Curriculum for geography and history, linking it where necessary with aspects of the Kuwait Social Studies curriculum from Year 4 upwards.

At Key Stage 1, Social Studies is taught in topic-based units, which are linked with the English and Science curriculums. Planning is submitted and monitored by the Key Stage 1 Coordinator.

At key stage 2 (except Year 6), Social Studies is taught by class teachers and topics are alternated on a termly basis so that there is a balance of the three subjects over the Key Stage. Year 6 are taught by a specialist teacher throughout the year on the same basis.

The medium term planning should identify learning outcomes, references to the National Curriculum, indicate the activities that will enable these to be achieved, together with the necessary resources, and identify opportunities for assessment. Medium term plans must be submitted to the KS2 Coordinator.

Short-term planning depends upon teachers' own needs and experience. Some teachers may choose to use a lesson plan for every lesson whilst others may use them selectively or work directly from weekly or medium-term planning, making notes as and when needed to support their teaching.

Cross-curricular issues

Social Studies contributes to many subjects within the curriculum, especially Literacy, Drama, Art, Science and ICT. Opportunities will be sought to draw experience out of a wide range of activities.

Assessment, recording and reporting

All assessment should comply fully with the school's Marking and Assessment Policies.

Formative assessment will be used to guide the progress of children in history. Ongoing informal assessment will be achieved through watching and listening to children, questioning and involving them in meaningful discussion, marking children's work and asking them to assess their own work or that of their peers. Opportunities for this assessment will be identified within medium term plans. Feedback should be positive and constructive.

The results of both informal and formal assessments will be used to give a summative assessment at the end of the academic year. This will be a 'best fit' against the expectations laid out in the 2014 National Curriculum.

Parents will also be given the opportunity to discuss their child's progress and achievement at parent consultations held twice during the year.

Resources

Social Studies resources are located either centrally in the resources room or stored in topic boxes within year groups, under the administration of the class teachers.

These may be supplemented by resources available in the library. Resources are reviewed annually.

Health and safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children.

Children will also be encouraged to consider safety for themselves, others and the environment and the resources they use, or when undertaking Social Studies trips and activities outside school.

Reviewed: September 2019
To be reviewed: Annually by September
Responsibility: KS1 / KS2 Coordinators