

## **Policy For The Planning And Implementation Of Foundation Subjects From Years 1 To Year 6 (updated January 2015)**

(Please read this policy in conjunction with our reading, writing, maths and marking policies)

### **Long Term Plan**

The long term plans for foundation subjects indicate the content, knowledge, skills and understanding required of pupils during Key Stage 1 and Key Stage 2. The following includes the principles and approaches that Beecroft Primary School takes in the learning process. History, Geography and RE are taught in blocked units. (3-5 weeks depending on the topic) Music is taught weekly. Art and DT are taught weekly.

Each blocked unit needs to teach the knowledge and skills specified in The National Curriculum Framework Document. (July 2014) Pupils will know the correct terms and vocabulary for each subject and will have learned key facts 'off by heart'.

### **Philosophy and Central Principles behind each blocked unit**

**A trip, visit, visitor/ first-hand experience is essential to make the area of work real/enjoyable and language focused. This is very important and there should be at least 1 trip each term. Years 5 and 6 have residential visits for their Geography fieldwork.**

The value of first- hand experience cannot be underestimated. There is a passion and enthusiasm communicated within. Central to the understanding of how Geography/History/RE is taught, at Beecroft, is an enquiry approach. Pupils go out on residential fieldwork e.g. Castleton in Derbyshire (Year 6 and Year 5 in 2015) or Nell Bank (Year 4). A study of rivers involves a visit to Ilkley and a specialist at the Nell Bank Centre will lead the pupils in measurement, key features of a river, observational work and use of specialist equipment. Lessons are always carefully structured and Beecroft's principles, of language and vocabulary at the centre, is crucial to enable pupils to progress. GIS systems are used on the Castleton visit and maps of various kinds and scales are also central to the different themes explored. Capturing the pupils' curiosity and excitement about the world in which they live is a key principle. Topical world environmental issues are utilised as they happen e.g. 'The Big Snow,' (see portfolio) Year 4 (Feb 2014) collect news reports on floods and places on a map of England. Questions are asked – 'What are the effects of the floods in England? 'Which towns and cities were badly affected?' Good secondary sources and books link the work to English. (see below) Technology is utilised where appropriate and where it will enhance learning. (Flip video cameras.) The curriculum, in foundation subjects, is rich and meaningful for the pupils.

### **End Products**

The end product, for each blocked unit, will be a folder/file of work for each pupil. It will be beautifully presented. It will contain:

- an extended piece of writing. (See writing policy and below.)
- vocabulary list and key words to be learned by pupils.
- contents page
- organised work showing evidence of subject based skills e.g. mapping, interpreting evidence sources, analysing artefacts ...
- graphicacy where appropriate
- mathematical links appropriate to the age group
- evidence of computing work
- assessment of progress made by the pupils

### **Approach**

**There are core principles at Beecroft Primary School which underpin all curriculum areas. The core principles in Foundation Subjects which must be embedded in Beecroft's teaching are:**

1. Speaking and listening is a very good way of exploring and rehearsing ideas and framing work in all subjects across the curriculum.
2. Writing in foundation subjects has a purpose and audience and is taught through a genre with the same principles as in English lessons. See the writing policy. It is not a second part of the lesson activity but is the principal focus of the activity. Information leaflets, persuasive texts, diaries, biographies and descriptions may be appropriate genre. Work will be drafted and the self-corrected, as the writing policy, and presented 'beautifully' for the topic.
3. Reading in foundation subjects is central – whole class texts, information leaflets, persuasive texts, diaries, biographies... Sets of 6 reading texts must be used for reading comprehension and the development of core knowledge.
4. An enquiry approach (a question to answer) is central to the theme of the teaching and ensures a cohesive unit of work.
5. First-hand experience – trips, visits, visitors, and artefacts are used across all year groups. Concrete experiences are essential for our pupil groupings.
6. The work must be enjoyable and make the pupils want to question. Why? Where? What?
7. Language and vocabulary – both subject specific and descriptive is central. Meanings of new words are taught in context so that the vocabulary can be used accurately in both spoken and written work. Spellings of new words are taught.
8. Maths and computing is planned to fit with the foundation subject work giving these subjects a real purpose and raising their profile.
9. Key facts outlined within the National Curriculum are taught and learned.
10. An equalities and community cohesion approach underpins all work so that all pupil groupings are valued and their experiences are central.
11. British values are embedded within the curriculum where appropriate to the subject content. The moral approaches in British society are emphasised.

### **Foundation Subjects (RE, History, Geography, PHSE, Music)**

- Music is taught as a separate subject, at Key Stage 2, through the Associated Board Royal School of Music Medal Scheme. All pupils have the opportunity

to play an instrument and the subject is delivered by instrumental teachers in school.

- Art and DT is taught as a separate subject by a specialist teacher and provides planning, preparation and assessment time in Key Stage 2

**What areas are taught?** (See full details in long and medium term plans)

Annually each year group of pupils will study:

- Historical experience and facts
- Geographical knowledge and mapping
- RE – awe, wonder, empathy, festivals – following the Leeds Agreed Syllabus
- Sustainability and Citizenship

See Castleton and Scarborough folders for examples.