



# **Royal Free Hospital Children's School PRIMARY FOUNDATION SUBJECTS POLICY (Including Geography, History, Creative Arts and Music)**

**February 2019**

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## **Outline of needs**

The Royal Free Hospital Children's School caters for children who have physical medical needs and/or a diagnosis of mental health problems associated with severe anxiety disorder, trauma, chronic school anxiety or phobia, parental separation anxiety, depression, self-harm or eating disorders.

We offer alternative and flexible options, such as dual roll education with the Home Tuition Service or with their mainstream school or full-time hospital education, which may at times be more appropriate to a pupil's physical or mental health needs. These pupils follow, as closely as is appropriate and practical, the same curriculum as their peers.

## **Statement of aims**

**Geography offers opportunities to:**

- Build on their own experiences and knowledge of the world as they study places and themes.
- Develop the geographical skills and vocabulary necessary to inform opinion and carry out effective geographical enquiry.
- Help pupils make sense of their surroundings through learning about their own locality, and the interaction between people and the environment.
- Extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the world.
- Develop knowledge and understanding of the human and physical processes, which shape places.

- Recognise and understand issues concerning the environment and sustainable development at a local, regional and global level.
- Appreciate similarities and differences in the world around us, and to respect other people's beliefs, attitudes and values.
- Develop world awareness and sense of place, and make connections between places.

#### **History offers opportunities to:**

- Foster an enjoyment of history and develop a curiosity about the past which informs understanding of the present.
- Introduce pupils to what is involved in understanding and interpreting the past.
- Develop an understanding about the passing of time to enable pupils to put major historical periods and events in chronological order and to appreciate how things have changed over time.
- Enable pupils to describe some of the most significant people and events from the periods they have studied, using dates and historical terms appropriately, giving reasons for situations and changes.
- Understand how Britain is part of a wider European culture and to study some aspects of European history.
- Have some knowledge and understanding of historical development in the wider world.

#### **Creative Arts offers opportunities to:**

- Develop knowledge, understanding and enjoyment of art and design.
- Develop the pupils' ability to observe, learn and record from the world about them.
- Use a variety of materials and tools safely with increasing confidence, control and skill.
- Develop the pupils' ability to express their own responses, feelings and ideas using visual, tactile, verbal and written means where appropriate.
- Develop the ability to discuss and evaluate their own work and that of others in a constructive, but critical manner.
- Develop the ability to recognise different kinds of art, craft and design and why and how they are different.
- Develop aesthetic sensibilities so that they can respond sensitively and thoughtfully.
- Develop the pupils' ability to develop their own unique and personal ideas, working with increasing independence.
- Enable pupils to record from first-hand experience and from imagination, and to select their own ideas to use in their work.
- Develop creativity and imagination through a range of complex activities.
- Foster an enjoyment and appreciation of the visual arts and a knowledge of artists, crafts people and designers.

#### **Music offers opportunities to:**

- Develop a sensitive response to sound and patterns of music.
- Develop the pupils' capacity to express ideas and feelings symbolically through sound.
- Develop the pupils' capacity to understand and appreciate different types of music, and increase their ability to make judgments of musical quality.
- Experience personal satisfaction and self-confidence.
- Develop skills, attitudes and attributes that can support learning in other areas of the curriculum and that are needed for life and work, for example listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others whilst engaged in a musical activity.
- Develop an awareness of musical traditions in a variety of cultures and societies.
- Express ideas and feelings through music and to nurture an enjoyment of music.

#### **Meeting the requirements of the National Curriculum**

The RFHCS follows The National Curriculum in England framework document September 2014 guidance for the Foundation subjects, supplemented with a variety of activities, resources, texts, the Internet and various websites where applicable.

## **Statutory Requirements**

Statutory requirements for the teaching and learning of Geography, History, Creative Arts and Music are laid out in, The National Curriculum in England Framework Document for Teaching, September 2014

## **Programmes of Study (Taken directly from The National Curriculum in England - September 2014)**

### **Geography**

#### **Key Stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

#### **Locational knowledge**

Pupils should be taught to:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### **Place knowledge**

Pupils should be taught to:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### **Human and physical geography**

Pupils should be taught to:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### **Geographical skills and fieldwork**

Pupils should be taught to:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

#### **Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

#### **Locational knowledge**

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### **Place knowledge**

Pupils should be taught to:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### **Human and physical geography**

Pupils should be taught to:

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### **Geographical skills and fieldwork**

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## **History**

### **Key Stage 1**

Pupils should be taught to:

- develop an awareness of the past, using common words and phrases relating to the passing of time.
- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- use a wide vocabulary of everyday historical terms.
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

### **Key Stage 2**

Pupils should continue to:

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- learn about the movement/settlement of people in different periods of British history and the impact.
- explore the different ways we can find out about the past from a range of sources and how to understand the evidence.
- learn how significant events, developments or individuals and groups have influenced their locality, the UK and beyond, in the recent/distant past

## **Creative Arts**

### **Key Stage 1**

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### **Key Stage 2**

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

## **Music**

### **Key Stage 1**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### **Key Stage 2**

Pupils should be taught to:

- sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

### **Planning**

Planning for Foundation subjects in the classroom is guided by the 2 year thematic curriculum. Contingency lessons are also planned. The teaching style is dictated by the individual needs of each child on the day.

In planning work for the Foundation subjects we:

- Support pupils by focusing on principles of good practice
- Use the pupil's environment as a starting point
- Encourage pupils to work from first hand experience
- Enable pupils to make choices and decisions for themselves
- Encourage pupils to take responsibility for their own learning
- Try to give pupils time to produce work of quality and depth
- Encourage a variety of responses
- Use a cross curricular approach

### **Cross Curricular Themes and Skills**

Cross-curriculum dimensions provide important unifying areas of learning that help pupils make sense of the world. These include identity and cultural diversity, healthy lifestyles, community participation, enterprise, technology and the media, creativity and critical thinking.

### **Short-Stay Pupils**

Short-stay pupils from the ward may attend the classroom. A brief discussion with these pupils enables the teacher to make a broad assessment of their ability. Using that informal assessment the teacher will decide whether the short stay pupil joins in the planned session or is offered an alternative individual contingency lesson to work on. In addition if the child arrives in class with work set by their own mainstream school then this will normally take priority.

### **Mixed Age Teaching Groups and Classroom Management**

Planning is prepared in anticipation of a mixed age, mixed ability primary group. Pupils will be taught within the group most appropriate to their Key Stage. In addition, some pupils will on occasion receive individual one-to-one support from a Teaching Assistant or teacher.

### **Pupils taught on the ward**

Foundation subjects for pupils on the ward is negotiated with the pupil and their parent(s)/carer(s) when these are present. On the ward, time arrangements and curriculum content are flexible and determined largely by the pupils' physical and psychological well-being, the availability of staff and whether visitors are present.

### **Homework**

Homework is optional and is negotiated according to a child's physical and mental health.

### **"Every Child Matters"**

#### **Enjoy and achieve**

- Through History pupils have the opportunity to discover rich and varied stories from the past; take part in investigations; visit museums, galleries and historical sites; and connect life today to life in the past
- Through Geography pupils have the opportunity to study diverse environments, places, cultures and peoples; use ICT to carry out investigations; develop a sense of curiosity about the Earth; and actively engage with different environments
- Through Art pupils have the opportunity to participate in creative, meaningful and intelligent mark making; express themselves in new and original ways; work in active learning environments; and explore their identity and place in the world

- Through Music pupils have the opportunity to gain enjoyment from performing, composing and listening; develop musical knowledge, understanding and skills; and play music with others

### **Be healthy**

- History enables pupils to learn about personal and public health and their impact on life; and explore individual identity through personal and community history
- Geography enables pupils to investigate illnesses and diseases around the world; and compare lifestyles in different countries
- Art enables pupils to explore and express personal concerns and emotions
- Music enables pupils to improve physical, mental and emotional wellbeing through singing, playing and listening to music

### **Stay safe**

- Work undertaken in both History and Geography encourages the development of safe working practices while carrying out investigations; explore events in the past when people have not been safe; challenge information and be aware of bias and inaccuracies
- Work undertaken in Art encourages the development of safe practices in the working environment; and helps form and express opinions about art
- Work undertaken in Music helps develop critical skills and self-discipline; and form and express opinions about music

### **Achieve economic wellbeing**

- History encourages pupils to explore how working patterns and the nature of work have changed over time; challenge information and be aware of bias and inaccuracies; suggest informed solutions to real-world issues; express ideas and views effectively; and engage in critical research
- Geography encourages pupils to explore how nations and peoples trade; research, present and analyse information; suggest informed and creative solutions to real-world issues; and appreciate the need for sustainable economic developments
- Art encourages pupils to develop skills in critical thinking and creative problem solving; learn about the creative industries; and work with artists and designers
- Music encourages pupils to work as part of a team to play or compose music; and learn about the music industry

### **Make a positive contribution**

- History provides opportunities to learn about the lives of famous philanthropists; research local history to find out who has helped to improve the community and how; and learn how populations have pulled together in times of war
- Geography provides opportunities to consider our role as world citizens; learn about sustainable development; and examine the social, environmental and economic impacts of what people do individually and collectively
- Art provides opportunities to collaborate with others on projects; explore art, craft and design across times and cultures; make a difference for the better
- Music provides opportunities to contribute to school life as a performer, listener, organiser, music leader or in a supporting role

### **Teaching and learning styles**

It is essential to use a variety of teaching strategies to give pupils a range of experiences. The teaching and learning styles, which may be included in a primary Humanities or Creative Arts session, include:

- Whole group teaching, pair work, one-to-one support and assessment-through-teaching strategies
- Use of television, radio, DVD and film
- Creative activities, e.g. model making and painting
- Use of book, booklets, worksheets, leaflets, maps, plans and atlases
- Role-play and drama - simulation of situations
- Use of reference books, artifacts such as atlases/maps/globes, pictures/photographs
- ICT resources, DVDs/CD-ROMs/internet/iPads

- Outside visitors and visits
- Regular review and over-learning (where appropriate to individual needs)

### **Personalised learning – including SENDs and Gifted and Talented**

Teachers differentiate teaching and learning according to the needs of the pupils. This will include differentiation by resources, task, group, outcome, teacher intervention and teaching style. Another strategy is the deployment of another member of staff in the classroom who might otherwise have been teaching on the ward.

The class teacher will also have to consider individual needs as these present themselves on the day (e.g. cannot use their writing hand due to cannula insertion, or emotional upset due to pending treatment etc.).

Lesson objectives may need to be modified or an alternative curriculum provided at short notice to accommodate all needs. At all times, the class teacher's priority will be to ensure the 'best curriculum match' for the range of individual needs present on the ward or in the classroom during that particular session. The over-riding aim is to maintain a secure, welcoming and stimulating educational environment, which will contribute to the pupils' recovery.

Teaching is fully committed to the principles of inclusion and maximising the potential of all pupils. We have an ongoing commitment to review our provision, curriculum content, attitudes and expectations to ensure we address the school's Equality policies.

### **Links with mainstream schools and inclusion opportunities**

The Headteacher or Personal Mentor contacts the pupil's mainstream school, to discuss, and request information on, the pupil's knowledge and skills in the Foundation subjects.

### **Staff roles and responsibilities**

The role of the Subject Coordinator, Teachers and Teaching Assistants are fully described in the Curriculum Policy.

### **Involving parents**

Parent(s)/Carer(s) of in-patient pupils are encouraged to become actively involved in the education of their child whilst they are in hospital by supporting them, at the bedside, with activities provided by the school or Play Specialists. Parents whose children are able but reluctant to join in classroom learning are encouraged to borrow books and/or other resources.

### **Monitoring and Assessment – including Assessment for Learning**

Pupils are assessed through teacher observation, formal and informal discussions, pupil self-evaluation, the collection of class work as evidence, and the regular marking of work. Working with small numbers of pupils enables the use of assessment for learning. Assessment offers the pupils the opportunity to reflect on their own progress. Older pupils are encouraged to make judgments about how they can improve their own work.

Written or verbal feedback is given to the pupil to help guide his/her progress. Older pupils are encouraged to make judgments about how they can improve their own work.

For a full account of The RFHCS policy see separate document "Assessment, Recording and Reporting".

### **Resources**

The resources used include:

- Artefacts
- Books – reference, literature and newspapers
- Drama
- Local and personal records.
- Maps, photographs, posters, paintings, film, DVD's and iPads

- Places, buildings and sites
- Human resources – adult visitors (National Gallery)
- Recorded accounts
- Displays and exhibitions
- Drawing, printing and model making materials
- Variety of music making equipment. Music Express - Published Scheme

For pupils in protective isolation, materials are regularly selected, laminated and stored in plastic wallets. Portable whiteboards, for writing, are also available for protective isolation use.

**Date reviewed:** February 2019  
**Date of next review:** February 2022  
**Date approved by the Governing Body:** 27/2/19