

Foundation Subjects Policy

Our mission as a church school is to be – loving, welcoming and succeeding with faith, family and friendship at the centre of all that we do. The key Christian values that are the core of our school life are forgiveness, creation, koinonia, reverence, service, wisdom, trust and endurance.

Please refer to Little Waltham School's Policy on Teaching and Learning which incorporates - Marking and Feedback, Target Setting, Assessment for Learning, Gifted and Talented.

1 Geography Aims and objectives

- 1.1 Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind.
- 1.2 Our objectives in the teaching of geography are:
- to enable children to gain knowledge and understanding of places in the world;
 - to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
 - to allow children to learn graphic skills, including how to use, draw and interpret maps;
 - to enable children to know and understand environmental problems at a local, regional and global level;
 - to encourage in children a commitment to sustainable development, and an appreciation of what 'global citizenship' means;
 - to develop in children a variety of other skills, including those of enquiry, problem-solving, computing, investigation, and that of presenting their conclusions in the most appropriate way
 - to develop the cross-curricular use of geography in all subjects.

2 Geography Teaching and learning style

- 2.1 We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures and aerial photographs, and we enable them to use computing in geography lessons where this serves to enhance their learning. Children may take part in role-play and discussions, and they present reports to the rest of the class. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem such as the development of Stansted Airport or use of the Internet to investigate a current issue.

- 2.2 We recognise the fact that there are children of widely different geographical abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:
- setting tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty, some children not completing all tasks;
 - grouping children by ability in the room, and setting different tasks to each ability group;
 - providing resources of different complexity, according to the ability of the child;
 - using classroom assistants to support the work of individual children or groups of children.

3 Geography Fieldwork

- 3.1 Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry.
- 3.2 At Key Stage 1, we let all the children carry out an investigation into the local environment, and we give them opportunities to observe and record information around the school site. At Key Stage 2, the children do a study of the local area. We also offer them the opportunity to take part in a residential visit in year 6.
- 3.3 For health and safety issues regarding fieldwork, our school follows the guidance contained in its policies on Off-Site Visits and on Health and Safety.

4 History Aims and objectives

- 4.1 The aim of history teaching here at Little Waltham CEVA School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and, through this, they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multi-cultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.
- 4.2 Our objectives in the teaching of history are:
- to foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer;
 - to enable children to know about significant events in British history, and to appreciate how things have changed over time;
 - to develop a sense of chronology;
 - to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
 - to have some knowledge and understanding of historical development in the wider world;
 - to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
 - to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation;
 - to develop the cross-curricular use of history in other subjects;
 - to have some knowledge and understanding of the history of any non-European country when children from that part of the world make up a significant proportion of the school's role.

5 History Teaching and learning style

- 5.1 History teaching focuses on enabling children to think as historians. We give opportunities to examine historical artefacts and primary sources. In each key stage, we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children to understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?', about information they are given.
- 5.2 We recognise that in all classes, children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:
- setting tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty, some children not completing all tasks;
 - providing resources of different complexity, depending on the ability of the child;
 - using classroom assistants to support children individually or in groups.

6 MFL Aims and objectives

- 6.1 In our school, we support the view that learning a modern foreign language is an entitlement for all pupils. We are therefore committed to the principle that learning another language is appropriate for all children, whatever their ability or special needs. We will also seek to develop our curriculum so that teaching a foreign language is a normal part of it. We will do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired, and an advantage of introducing a new language at primary school is that children tend to be less self-conscious about speaking aloud at this stage of their development. Also, it is widely accepted that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.
- 6.2 Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:
- familiarise themselves with the sounds and written form of a modern foreign language;
 - develop particular language-learning skills;
 - begin to understand a new language, and communicate in it;
 - make comparisons between languages;
 - learn about different countries and their people, thus increasing their awareness of other cultures;
 - develop a positive attitude towards the learning of foreign languages in general;
 - use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
 - acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

7 MFL Teaching and learning style

- 7.1 We recognise that language learning in its broadest sense has three core strands: learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting); learning ABOUT language (using literacy, i.e. reading and writing in the foreign language, to learn about the writing system, spelling and structure of the language); learning about and comparing different cultures

(inter-cultural understanding). We also recognise that children should be encouraged to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying another foreign language.

- 7.2 We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and we also invite native speakers into the classroom and listen to recordings, in order to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

8 MFL Organisation

- 8.1 We teach a foreign language to children in the Foundation Stage, KS1 and KS2. The foreign language is normally taught by a specialist tutor.

9 PE Aims and objectives

- 9.1 PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

- 9.2 Our objectives in the teaching of PE are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way in which children perform skills, and apply rules and conventions, for different activities;
- to show children how to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success;

10 PE Health and safety

- 10.1 It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity. Girls and boys are given separate changing areas in Class 5.

11 PE Extra-curricular activities

- 11.1 The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents and carers at the beginning of each term. The school also plays fixtures against other local schools. This introduces a competitive element to team

games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

12 Music Aims and objectives

12.1 Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enable children to better understand the world that they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

12.2 Our objectives in the teaching of music are:

- to explore how sounds are made, and can be organised into musical structures;
- to show how music is produced by a variety of instruments;
- to teach how music is composed and written down;
- to examine the relevance of when, where and why a given piece of music was written;
- to develop the interrelated skills of composition, performance and appreciation.

13 Music Teaching and learning style

13.1 At Little Waltham School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces.

14 Additional music teaching

14.1 Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Authority's Music Service, and this school has chosen to participate in the programme. Parents and carers who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to individual children who have chosen to learn one of a variety of instruments, such as the guitar, violin, cello or flute. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson.

15 Design and Technology Aims and objectives

15.1 Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas, and eventually making products. Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on

and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

15.2 Our objectives in the teaching of design and technology are:

- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making things;
- to enable children to talk about how things work, and to draw and model their ideas;
- to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- to explore attitudes towards the made world and how we live and work within it;
- to develop an understanding of technological processes and products, their manufacture and their contribution to our society;
- to foster enjoyment, satisfaction and purpose in designing and making things;
- to develop the cross-curricular use of design and technology in other subjects.

16 Design and Technology Health and safety

16.1 In this subject, the general teaching requirement for health and safety applies. We teach children how to follow proper procedures for food safety and hygiene.

17 Art and Design Aims and objectives

17.1 Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The appreciation and enjoyment of the visual arts enrich all our lives.

17.2 Our objectives in the teaching of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers;
- to develop the cross-curricular use of art and design in all subjects.

18 Art and Design Teaching and learning style

18.1 The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the

work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including Information and Communication Technology (ICT).

19 Foundation Subjects Monitoring and Review

- 19.1 The coordination and planning of the foundation subjects are the responsibility of the subject leaders, who also:
- support colleagues in their teaching, by keeping informed about current developments and by providing a strategic lead and direction for this subject;
 - give the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement;
- 19.2 The quality of teaching and learning in the foundation subjects is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.
- 19.3 This policy will be reviewed at least every two years.

Signed:

Date Approved: Autumn Term 2017

To Be Reviewed: Autumn Term 2018