

What You'll See From Watching History & Geography In Action At Cropredy Primary School

Each week there is one hour timetabled for the teaching of History/Geography.

The History/Geography lesson is split into two parts: information gathering and information processing. Both subjects focus on the children using core history skills such as sorting, reasoning, explaining and using inference from historical sources to make deductions about the past.

Information Gathering: This part of the lesson is prepared so that pupils, as much as possible, gather the relevant knowledge themselves.

Pupils are encouraged to interact with the information source in some way for example by:

- highlighting and annotating the text
- making notes from a video
- summarising information from a book or other resource i.e., picture or artefact
- researching the facts using ICT
- answering questions about an information source (verbal or written)

Information Processing: This part of the lesson enables the pupils to interact with the information developing skills that can be transferred to other subjects. This is the most important part of the lesson as it develops the pupils' ability to reason. The pupils are required to process the information gleaned from the reading text in some way e.g., to rank, organise, sort, summarise.

We aim to develop the pupils' skills of:

- Interpreting - making predictions
- Sifting and sorting
- Paraphrasing – repeating information in a different way
- Prioritising - choosing or rejecting information by deciding how useful it is
- Reasoning and think logically
- Comparing and contrasting
- Making judgments about information e.g., weighing up strengths and weaknesses
- Considering alternative interpretations
- Classify and sequencing
- Constructing an argument
- Drawing inferences, making deductions
- Evaluating the information source

Books will show a range of skills being developed in a variety of ways, e.g.:

- fact files
- art – interpreting information to create e.g., a labelled diagram of a pyramid
- diary entries
- investigations
- mind maps
- cloze procedures
- creating top-trumps
- creating period menus etc
- labelling/creating maps
- graphs

We aim to ensure that our pupils develop the skills to interpret, evaluate and reason about information rather than just learn it.