**Planning, Teaching, and Assessing**

**Topic (History/Geography)**

**Introduction:** History and Geography are included in what we call “Topic”.

We encourage these units to be inquiry-based, and integrated with other subjects, particularly English and ICT.

**Curriculum:** Our Curriculum for History/Geography is drawn from the National Curriculum and the New Zealand History and Geography Standards. You will find your Year level curriculum objectives in this binder.

The curriculum can is divided into five strands:

1. Historical and Geographical enquiry, communication, and skills
2. Knowledge and understanding of people and places
3. Knowledge and understanding of events, people and changes in the past
4. Knowledge and understanding of patterns, processes, environmental change and sustainable development
5. Historical Interpretation

\* Please note that there are a few year levels who do not have objectives for strand 4 or 5.

**Planning:** Each year level has three topic units per year. We use Understanding by Design to plan our Topic (History/Geography) units. The planning template that corresponds to Atlas is included in this binder and can be found on the network at: primary/curriculum/UBD/planning template.

In Atlas, plans are listed under “Interdisciplinary”

**Teaching Resources:** Each Topic unit has a box of resources located down in the ERC. At RP additional student texts to support the units are located in the ERC and teacher resources in the resource room in the library. At CP these additional student and teacher text resources are located in classrooms, The ERC, and the teacher book room.

We strongly encourage the use of meaningful learning beyond the classroom. This includes field trips, guest speakers, etc.

**Assessment:**

Formative assessment takes place during the course of each unit and may occur in a variety of ways, generally in consultation with the year group.

Summative assessments are common across the year level, generally performance-based, and are developed collaboratively. By using UBD, the assessment is identified and developed before the unit is planned.

**Assessment Resources:**

Can be found with teacher resources.