History & Geography Policy



St Luke's Primary School

'Love God. Love your neighbour as yourself: be the Good Samaritan. Luke 10:25-37

History and Geography Policy

"History and Geography stronger together but separate."

At St Luke's Primary School, we are committed to delivering an exciting and stimulating topic-based curriculum encompassing History and Geography. We believe that through the rich variety of topics taught children learn the essential knowledge, skills and understanding of the History and Geography National Curriculum. In the units that include lessons from both subjects, the skills and knowledge that children are learning from each of the discrete subjects is made explicit but we recognise that often Geography and History are closely interlinked and therefore many topics will encompass learning in both subjects. Through meaningful cross – subject planning topic units are taught in ways that strengthen links between the subjects and amplify learning.

At St Luke's Primary School, we have devised our own bespoke History and Geography curriculum. Topics have been carefully selected and mapped out so that there is full coverage of the EYFS and National Curriculum objectives, opportunities to explore ideas in depth, revisit and expand upon previous learning and make links between subjects. We have chosen to go beyond the requirements of the National Curriculum to ensure we reflect the culture and experiences of the children, their families and our local

In English children study quality books, plays and poems that are chosen to deepen children's understanding of the History and Geography topics. Children also have the opportunity to write like Historians and Geographers in their extended writing.

All topics are built around planned practical learning opportunities such as field work, museum visits and workshops that enrich children's learning further. We take full advantage of our location in the heart of London through curriculum topics that explore the richness of London past and present. The organisation of the curriculum in this way helps knowledge to "stick", to join up learning and ensure breadth and depth in the study of all subject disciplines.

We have chosen go beyond the National Curriculum requirements in order to reflect the culture and experiences of the children, their families and our local community, for example we have a wider coverage of Black History topics ensure that Black British History is integrated into all topics where relevant. All classes also study an element of London's history or geography in the autumn term as we believe it is important children develop a rich understanding of the vibrant city in which they live. Through Global Citizenship lessons children gain an in depth understanding of environmental responsibility and sustainability and become active citizens making a difference to the world they live in.

Overarching Aims

- For children to be engaged and enjoy learning about the world through a variety of topics.
- To provide children with the skills, concepts and knowledge necessary for them to express their responses to ideas, feelings and experiences orally, in writing and through visual representation.
- To enable children to use geographical and historical enquiry skills to develop knowledge and understanding of places, events, people and processes.
- To enhance children's appreciation of the diverse cultures within the school and our local community and across the world.
- To encourage children to become responsible citizens who value and care for the environment.
- To enable children to learn about significant events, people and places through historical and geographical enquiry.
- To encourage the development of imagination, curiosity, original thought and personal expression.
- To enable all children of all abilities, gender, culture and social background to develop their understanding and appreciation of History and Geography.
- To develop a lifelong appreciation and interest in History and Geography.
- To build children's cultural capital in History and Geography including a cultural enrichment programme that enhances their learning in both subjects.
- To ensure that staff are given the opportunity and encouragement to continually develop their knowledge, enjoyment, skills and understanding of the teaching of Geography and History.
- To enable children to understand the inter connectedness between History and Geography.

The purpose, aims and provision for each separate subject is described below.

Geography

Intent

Vision for Geography at St Luke's

Through the teaching and learning of Geography at St Luke's children develop curiosity about and knowledge and understanding of different places, people and environments. We aim to inspire our children to develop a sense of wonder in the world and an interest in different places. The geography curriculum builds children's understanding of where places are, how places and landscapes are formed, how people and their environment interact and how economies, societies and environments are interconnected.

We believe that it has never been more important for children to have a comprehensive global understanding and knowledge of the world and the people and cultures that inhabit it. We want our children to use the vibrancy of our local area and great city to learn from other cultures, respect diversity, co-operate with one another and build care and compassion for other people and the planet. Geography at St Luke's builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

Our children will develop a secure understanding of the impact they and others can have on our planet. We want our children to be inquisitive about the world, open-minded and also responsible for the actions and choices they make. Geography at St Luke's aims to inspire pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future. Fieldwork is an essential element of this. Pupils learn to think spatially and use maps, visual images and new technologies, to obtain, present and analyse information.

What is Geography?

Geography is the study of real places at different scales and of how the people living there are influenced by and affect the environment of those places. Geography explores the relationship between earth and its people. Geography studies the location of the physical and human features of the earth and the processes, systems and interrelations that create and influence them. The character of places, the subject's central focus derives from the interaction of people and environment.

Geography is an enquiry led subject that seeks answers to fundamental questions such as:

- Where is this place?
- What is it like? (And why?)
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?

It is also imperative that a geographer doesn't just answer questions but also asks and debates them:

- What could/should the world be like in the future?
- What can we do to influence change?

An understanding of geography is essential to our understanding of the world and the skills and knowledge of Geography which have a wide application in everyday life.

Geographical fieldwork and investigations provide important opportunities for working in teams and developing individual responsibility.

The Geography curriculum at St Luke's is structured into four key areas of learning identified in the National Curriculum:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical skills and field work

In addition, to these areas, the school provides children opportunities to consider the importance of sustainability and builds in these opportunities under a fifth area of:

- Ecological Awareness and Sustainability

Implementation

Teaching and Learning in geography will be in line with the school's Teaching and Learning Policy, where provision is made for all children. The geography curriculum at St Luke's Primary School is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum. A Geography progression document identifies the key knowledge and objectives required for each year group to teach all of the key concepts, substantive and disciplinary knowledge to the children. These objectives are ordered throughout the year carefully so that learning is embedded and deep. There are opportunities for children to revisit, embed and extend their understanding of key geographical concepts and skills.

Sequences of lessons are provided by the subject lead for Geography and are structured around a teaching sequence. At all times opportunities to develop vocabulary, written and oral expression and speech and language are promoted. Expected outcomes are provided for all staff.

The Geography curriculum makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the geographical history of Islington and London. It embraces the cultural diversity of the community and reflects the experiences of the children and families of St Luke's. Children are provided with an extensive enrichment programme that enhances their learning in Geography.

Objectives

Through high quality planning, teaching and assessing of geographical knowledge, skills and vocabulary children will:

- Develop knowledge of significant places, continents, countries and oceans and be able to talk about them and how they impact the world and geographical processes.
- Have a body of substantive geographical knowledge that reflects the content laid out in the Curriculum map and National Curriculum programme of study.

- Have a range of geographical experiences, both in and of the classroom, which build interest, knowledge, understanding and confidence as well as allow them to achieve their potential in the subject.
- Develop a sense of wonder and curiosity about the world and develop a simple understanding of environmental sustainability.
- Understand processes that change and find key physical and human geographical features of the world, how these are interdependent and how they can change over time.
- Collect, analyse and communicate with a range of data through experiences of fieldwork that deepen their understanding of geographical processes.
- Develop and use a progressive range of geographical vocabulary and communicate geographical information in a variety of ways including through maps, writing, data logs, graphs, charts, posters, fact sheets and through other creative means.
- Use and understand a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) to develop their knowledge of their own surroundings as well as contrasting localities in Britain, Europe and the wider world.
- Adopt an enquiry approach to the world around them. They will formulate appropriate questions, research, handle data and draw conclusions.
- Make connections with history and understand how a country's natural resources and physical environment often shapes their society, culture and relationship with the rest of the world
- Deepen their spiritual, moral, social and cultural understanding and have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment.

<u>By the end of EYFS children will:</u>

Begin to understand how they are part of their own locality which is part of a bigger world. They will learn about different places, people and communities and explore these in greater detail linked to broad overarching topics. They will begin to explore, use and create simple maps and participate in simple field work activities.

<u>By the end of Key Stage 1 children will:</u>

Use and make a range of geographical resources such as photos and maps to locate features in their locality and the world. They will understand the principle of directions and look at land use, climate and physical features of Great Britain and other locations in the world. Children will begin to understand also their own impact and the impact of others on the world and understand some ways in which they can be environmentally responsible.

<u>By the end of Key Stage 2 children will:</u>

Have a thorough understanding of their own locality and different locations around the world including making comparisons between places. They will conduct simple fieldwork to exemplify common geographical processes and develop an understanding of map work such that these features

can be examined and identified in a wider context. They will use a variety of maps in different contexts. Children will gain knowledge of the impact of humans on the landscape and recognise the impact of humans and that of nature in shaping the world in which they live. They will understand important environmental themes including ecological footprints, global warming, pollution, biodiversity and globalisation and interdependence. They know about how they as individuals, groups of people and organisations can have a positive impact on these issues and take some direct action themselves to address them on a local level.

History

Intent

Vision for History at St Luke's

At St Luke's Primary School, we want History to ignite children's curiosity about the past in Britain and the wider world and help them to understand the diversity of human experience. History is important as it provides children with the opportunities to empathise with others, argue a point of view and reach their own conclusions - essential skills for life. We aim for a high-quality history curriculum that has been carefully designed and sequenced to equip our children with a secure, coherent knowledge of British, local and world history. Curriculum content is knowledge and vocabulary rich and teaches children a sense of chronology, allowing children to develop their understanding of key historical concepts and themes as they move through school.

History teaching at St Luke's is to stimulates the children's interest and understanding about the life of people who lived in the past. They learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make informed life choices today. The curriculum enables children to become knowledgeable historians who can articulate their understanding with confidence and who are equipped with the historical skills and knowledge ready for the secondary curriculum.

In our school, history makes a significant contribution to our global citizenship education. We recognise the important role that History plays in preparing our children with skills that they can use for life, raising their aspirations, understanding how to be a good and responsible citizen, understanding change and societal development and a context in which to understand themselves and others. By learning about the development of democracy, how historical events have shaped society today, how significant individuals and groups of people have changed the way we live today and overcome injustice, how what has happened in the past influences the present and understanding how we can learn from the past, children develop a sense of identity, and a cultural understanding based on their historical heritage.

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.

We intend to inspire pupils to develop a broad historical and cultural awareness by:

- Providing opportunities for children to develop a chronological framework by investigating the past and how it influences the present.
- Encouraging children to interrogate evidence and form their own opinions.
- Enabling children to communicate their view points in a variety of ways using appropriate historical vocabulary.
- Exploring a range of sources of information.
- Fostering enjoyment, empathy and curiosity for finding out about the past.
- Aiming to teach a view of history that attempts to overcome bias and that is inclusive of and reflects our diverse histories.

What is History?

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships.

People are the result of their history. Children must be able to comprehend where they come from and develop an understanding of their existence. History is more than just the study of cause and effect; a greater understanding of the present and where one comes from may lead to a more critical and clearer understanding of social responsibilities. Through History children come into contact with other cultures and societies and in this way, they gain a more holistic understanding of the contemporary world and their place in this broader context.

History can contribute towards the development of critical awareness, encouraging children to be intellectually curious, to question trends and occurrences in a positive manner, to weigh up both the positive and the negative aspects and to distinguish between facts and generalisations

Implementation

Teaching and Learning in History will be in line with the school's Teaching and Learning Policy, where provision is made for all children. The History curriculum at St Luke's Primary School is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum. A History progression document identifies the key knowledge and objectives required for each year group to teach all of the key concepts, substantive and disciplinary knowledge to the children. These objectives are ordered throughout the year carefully so that learning is embedded and deep. There are opportunities for children to revisit, embed and extend their understanding of key historical concepts and disciplinary knowledge.

Sequences of lessons are provided by the subject lead for History and are structured around a teaching sequence. At all times opportunities to develop vocabulary, written and oral expression and speech and language are promoted. Expected outcomes are provided for all staff.

The History curriculum makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the history of Islington and London. It embraces the cultural diversity of the community and reflects the experiences of the children and

families of St Luke's. Children are provided with an extensive enrichment programme that enhances their learning in History. The school works closely with local museums and historical organisations such as the Museum of London.

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

Objectives

As Historians, our children will learn the discipline of how to investigate and understand the past and how this can shape the future. They will learn how to cross examine information from different sources allowing them to structure arguments and debates. We aim to equip our pupils with the ability to ask perceptive questions, think critically, collate evidence and develop their own perspective and judgement to better understand the intriguing world we live in today. We want our children to learn the transferable skills that the study of history provides and how these will support them in the future.

Through high quality planning, teaching and assessing of historical knowledge, skills and vocabulary children will:

- Have a body of substantive historical knowledge that reflects the content laid out in the Curriculum map and National Curriculum programme of study.
- Have a clear understanding of chronology for the local area (London), Britain and the wider world.
- Understand and accurately use subject specific vocabulary.
- Understand the key historical themes of: Civilisation, Empire, Government, Power, Travel and Exploration, Migration, Trade, Invasion and Settlement, Culture and Beliefs
- Develop their understanding of the second order historical concepts of: Chronology, Characteristic Features, Cause and Consequence, Similarity and Difference, Change and Continuity, Significance, Interpretation and Handling Evidence and Historical Enquiry
- Develop their historical enquiry using evidence and communicating their ideas effectively.
- Interpret and evaluate different sources and understand how historians use these skills to tell us about the past.
- Formulate their own opinions based on a wide variety of sources.

Early Years

History is taught in the Early Years as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the EYFS history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures and objects from the past, reading stories about significant historical figures in history or discovering the meaning of past and present, new and old and change in relation to their own lives.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles in the past. They find out about significant people and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Assessment in History and Geography

Assessment for learning is continuous throughout the planning, teaching and learning cycle of History and Geography. Key substantive and disciplinary geographical and historical knowledge is taught. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation, conferencing with teachers and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with
- the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Revisiting and assessing prior learning at the start of a unit and on an ongoing basis throughout the teaching of the unit including the use of learning reflections and *Think Back Three*.
- End of unit knowledge quizzes.

These strategies allow the teacher to identify current knowledge and understanding and to identify misconceptions. The curriculum planning for each topic identifies assessment points for each lesson. Currently, there is not a requirement for formal summative assessment in Geography as teachers

have a good understanding from the assessment methods laid out above and in order to remove unnecessary workload from teachers.

Resources

All topics are well resourced and the subject leaders continue to build on the resources for each year group. The school is a member of the Islington Education Library so teachers can request resources including books, artefacts and costumes to support each topic. Children also have access to laptops, iPad and chrome books to support their learning in History and Geography.

Educational trips, visits and workshops are booked by the senior leadership team and are outlined on the scheme of work. These are all carefully planned to enhance and extend learning of the unit being studied and should be planned for by teachers in accordance with this objective.

Role of the Subject Leaders

The subject leaders' responsibilities are:

- To ensure a high profile of the subject they lead
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of geography/ history
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes.
- To monitor and oversee the teaching of geography/ history
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the geography/ history curriculum takes account of the school's context, reflects children's cultural backgrounds and provides access to positive role models to enhance the geography/ history curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy

Staff Development and Expertise

All staff are given the opportunity to extend their knowledge, skills and understanding of History and Geography through INSET, specialist courses and working alongside professionals. All subject leaders will be given the opportunity to attend various leadership courses/programmes including the Local Authority Network meetings. Subject Leaders in St Luke's and Moreland Primary School meet, exchange resources, expertise and innovation in History and Geography.

Equality of Opportunities

RACE AND CULTURE – We are committed to enhancing children's understanding of themselves and others through the promotion of racial and cultural diversity through History and Geography. We celebrate this diversity through all topics and give children the opportunity to speak about themselves and share their opinions, their background, their culture and their ideas. We actively encourage positivity in racial and cultural awareness.

GENDER – We ensure that all children, no matter what their gender, will be encouraged to take part in all topics. We ensure that there is equal representation of the achievements of both genders for example representing women's achievements in science.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – We ensure that ALL children, no matter what their ability, will have the opportunity to access the History and Geography curriculum on offer, within school and extra curriculum activities. No child will be prevented from attending any provision by the school because of their ability level. We actively encourage our SEN children to take part in the Curriculum fully and will attempt to provide special provision as we see fit.

MORE ABLE AND TALENTED – We identify our more able and talented children in History and Geography and aim to provide them with opportunities to build on their skills both within school and outside of school. We will encourage parents to find opportunities to support this also.

No child will be prevented from taking part in any of the History and Geography activities because of his/her gender, race, culture, sexual orientation, social background, ability or disability. We review our curriculum regularly including with external professionals to ensure we appropriately reflect our community and those from the protected characteristics groups identified in the Equality Act.

Monitoring and Evaluation

St Luke's Primary School has History and Geography Curriculum leaders who are responsible for developing teaching and learning in these subjects. The subject leader, alongside the Senior Leadership Team, implements a monitoring cycle including observations of teaching, reviewing books, analysing assessment data and feedback from children which ensures a high standard in teaching and learning. Timetabling ensures that History and Geography are allocated appropriate timing in the curriculum. The subject leader compiles an annual review of their subject and identifies key priorities for the development of their subject. We appreciate and value feedback from all sources, including parents, children, governors etc. and will aim to accommodate any suggestions made if practicable and viable.

Catherine Lawrence in partnership with St Luke's January 2020

Reviewed: September 2020,2021, 2022

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