

St. Mary's Catholic Primary School Chiswick
"Living and learning, inspired by our faith"

History Policy



February 2023

Headteacher / Chair of Governors

Next Review Date: February 2025

Intent:

St Mary's history curriculum intent takes into consideration:

- The ethos, vision, and values of our school.
- The specific areas of development for our school.
- Relevant national strategies.
- What we want the children to learn.

History at St Mary's aims to inspire a curiosity within our school to discover more about their past. At St Mary's we aim to provide the children with a rich and diverse history curriculum, which equips them with a coherent knowledge and understanding about Britain's past and that of the wider world. Our pupils will develop their critical thinking skills to be able to analyse evidence and appreciate different viewpoints, to become well-informed historians. There is also a huge emphasis on our local history and the key events that have shaped the history of our school. We want our children to develop an appreciation for the people and events that are part of our local, national and international History.

History at St Mary's also encourages:

- A strong focus on developing both historical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of critical thinking skills across each year group.
- A deep interest and knowledge of pupils' locality past and present and how it differs from other areas of the world.
- A growing understanding of historical terms and vocabulary.

Geography at St Mary's enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum.

Implementation:

At St Mary, we provide the children with a variety of memorable experiences to deepen the children's historical thinking and understanding. Our pupils have participated in many exciting opportunities, including our unforgettable visit to the Troy exhibition in London. We have had visits from some fascinating Romans and had a Greek Residential experience at Ufton Court. St Mary's implements the National Curriculum through creative and practical lessons which are inclusive to all our pupils. Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Aims and Objectives:

The National Curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes,
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS),
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

The importance of a clear understanding of the key vocabulary in Geography is recognised. Staff work hard to explain key vocabulary clearly and practically, then encourage children to use technical vocabulary accurately in order to gain confidence and precision in their work. Through a wide range of experiences our children will learn about the features, diversity, wonder and importance of our world and how it should be treated, setting them up to be responsible global citizens.

Resources:

We provide wide a range of appropriate resources to support the teaching of history across the school. Books, atlases, maps and globes are available to support the teaching of history as well as a wide range of material in the school library. ICT will be used in various ways to support teaching and motivate pupils learning including the use of the interactive whiteboards. The desktop computers, chrome books and iPads may be used to enhance lessons and enable children to find information using the internet and other programs to support their learning.

Visits and Excursions

Visits and excursions are an integral part of the History Curriculum helping to develop historical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. All of the children will carry out investigations into the local environment, and we

give them opportunities to observe and record information around the school site and well as during external planned school trips.

Health and Safety:

Aspects of Health and Safety must be considered when planning historical activities inside or outside the classroom. Written permission must be obtained before undertaking work outside the school grounds. A Risk Assessment on the area to be visited must be carried out and the necessary paper-work completed.

Early Years:

History is taught in Nursery and Reception as an integral part of the topic work covered during the year. We relate the historical aspects of the children's work to the objectives set out in the Early Years Curriculum which underpin the planning for children aged 0 to 5. History makes a significant contribution to the ELG objectives of developing a child's knowledge of the world., time and pace. It is often interwoven into cross-curricular topics or themes. Children develop an awareness of where they are: both at home, in school and the transitions between coming and going between and within these areas. They become more aware of what is around them and their immediate environment. Using the outdoor provision and outdoor learning allows our pupils to have a close relationship with the seasons and weather. They use a wide range of resources to explore the World around them such as props, photographs, books as well as the local environment and surrounding areas where possible.

Early Learning Goal – People and Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions

Early Learning Goal – The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

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. Pupils should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

- 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

- 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. Pupils should be taught to:

Locational Knowledge

- 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

- 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 in North or South America.

Human and Physical Geography

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- 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

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- use the 8 points of a compass, 4- and 6-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.

Impact:

An enquiry-based approach to learning allows teachers to assess children against the National curriculum expectations for Geography. The impact of the teaching can be constantly monitored through both formative and summative assessment opportunities.

Each unit has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess children's understanding. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit.

After undertaking geography at St Mary's, our pupils should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

The expected impact of geography at St Mary's is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the end of key stage expectations outlined in the National curriculum for Geography.

Role of the Subject leader:

The role of the geography subject leader is to:

- Take the lead in policy and action plan development and the production of schemes of work designed to ensure progression and continuity in geography throughout the school.
- Support colleagues in this development of planning, their implementation of the scheme of work and in assessment and record keeping activities.
- Purchase and organise Geography resources, ensuring they are readily available and well maintained.
- To monitor teachers' planning and teaching as part of on-going subject monitoring and evaluation of practice.
- Compile portfolio of children's work to evidence progression.
- To be aware of national and local developments through reading relevant materials and attending courses as appropriate.
- Submit regular feedback on standards in Geography to the Headteacher.
- Submit an annual report each Summer Term, which informs the Governing Body of progress in Geography.

- To identify areas for development and feed these into the whole school development plan or Geography action plan.