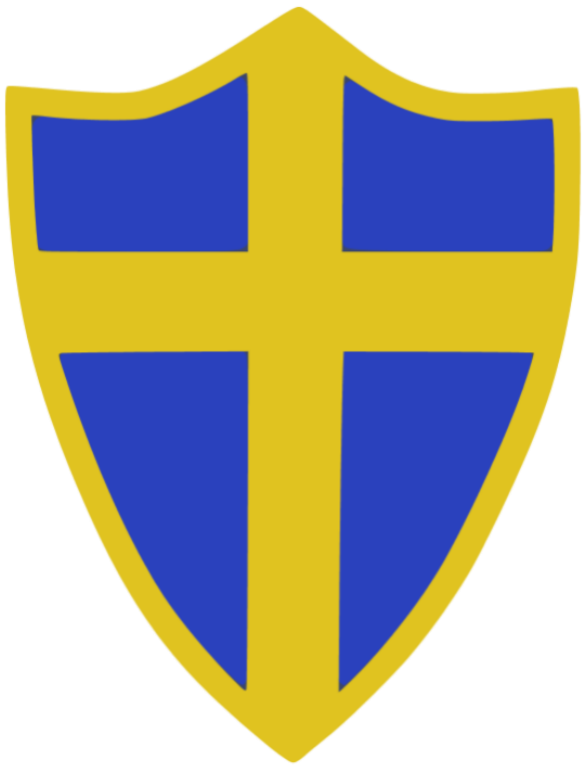
Peterhouse Church of England Primary Academy

History & Geography Policy



2024/25

Luke Richards 2024

The National Curriculum states the rationale for the teaching and learning of History & Geography in schools:

'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.' (See appendix a.)

'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.' (See appendix b.)

KS1 & KS2:

Barriers to Learning

Through consultation with all those involved in our school community (children, parents, staff, governors) we have identified the following barriers to learning:

- Safety
- Emotional
- Motivational
- Cognitive
- Social and cultural
- Environmental
- Language

Our Vision for Humanities

It is our belief that the provision of Humanities within our setting should meet the needs of each and every one of our children and be informed by our understanding of their backgrounds and the social, cultural and environmental barriers they face. Our determination to help our children overcome these barriers to learning, by ensuring we offer them appropriate and ambitious curriculum opportunities, is the principal at the core of all of our curriculum. It is our responsibility to equip our children with the cultural capital they require to thrive as informed and thoughtful members of our community. It is our duty to nurture their understanding of how the world they live in has been shaped by the events of the past and to inspire them to realise their own agency to shape their world of the future.

Our Aims for History

Through high-quality History teaching, we aim to encourage and develop an understanding of:

- significant events and individuals in global, British and local history
- how things have changed over time
- the complexity of people's lives, the diversity of societies and the relationships between different groups
- the many reasons why people may behave in the way they do
- substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, the achievements of humankind, society and culture

We aim to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

Our Aims for Geography

Through high-quality Geography teaching, we aim to encourage and develop:

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

We aim to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, analyse and present their findings and become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

How do we deliver History?

We use Kapow and our delivery of History focuses on:

- change and continuity
- cause and consequence
- similarities and differences
- historical significance
- historical interpretations
- sources of evidence
- chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world
- and opportunities to learn from mankind's past mistakes

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through the Kapow scheme, they will create their own historical enquiries to study using sources and the skills they have developed.

For our History Coverage and Progression **see appendix d.**

How do we deliver Geography?

We use Kapow and our delivery of Geography focuses on:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

The Kapow Primary scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Each unit also contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible.

For our Geography Coverage and Progression **see appendix e.**

Intent, Implementation and Impact

For our History and Geography Intent, Implementation and Impact statements **see appendix f.**

Courageous Advocacy & additional curriculum events:

Over the course of the year, each Year Group will make a specific contribution to our Courageous Advocacy initiative (**see appendix g.**). This will entail time being set aside for learning around a specific area of contemporary historical/geographical importance and will potentially be followed by a fund/awareness raising project.

Days/Dates of historical importance:

In addition to the above, the whole school will participate in a number of events (e.g. Black History Month, Refugee Week, Earth Day) aspiring towards raising cultural awareness, instilling tolerance, increasing geographical knowledge, raising climate awareness and cultivating a culture of respect for the environment amongst our children and wider school community.

As a school, we will also mark days and dates of historical importance (e.g. Remembrance Day) by way various of projects, visits, celebrations and assemblies.

EYFS:

In the Early Years, children work to the statutory framework for the Early Years Foundation Stage (EYFS) to achieve ELGs: ***'Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.'*** (see appendix c.)

SEND & Inclusion:

- Teachers will follow the school SEND Policy and will incorporate any appropriate Learning Plan targets into the delivery of lessons.
- Our inclusive approach and support and adjustments allow all children to **access learning in all lessons** regardless of barriers to learning, race, gender, faith, culture specific need or disability.

Assessment:

- Teachers will follow the school Assessment Policy.
- Pre/post assessment and retrieval tasks will be planned into units and individual lessons to provide evidence of progress and of knowledge and concepts from within and across units and Year Groups having been committed to long-term memory.

Monitoring:

Throughout the year the Humanities Lead will carry out a variety of monitoring activities, including learning walks, book looks and pupil voice.

Trips and Educational Visits

Learning should be enhanced/barriers overcome by trips and educational visits at every opportunity.

Accreditations:

Christian Aid Courageous Advocacy and Global Neighbours

We hope to work towards Christian Aid Courageous Advocacy and Global Neighbours accreditation.

Schools of Sanctuary

We also hope to work towards SOS (Schools of Sanctuary) accreditation.

Resources

Various resources are available to support quality teaching and learning and will be distributed by/are available upon request from Humanities Lead.

Health and Safety

The safe use of equipment is to be promoted at all times.

Appendices

appendix a.

https://assets.publishing.service.gov.uk/media/5a7c2917e5274a1f5cc762cf/PRIMARY_national_curriculum_-_History.pdf

appendix b.

https://assets.publishing.service.gov.uk/media/5a7c1ecae5274a1f5cc75e97/PRIMARY_national_curriculum_-_Geography.pdf

appendix c.

https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf

appendix d.

https://primarysite-prod-sorted.s3.amazonaws.com/peterhouseceyarmouth/UploadedDocument/237748aa-b622-4e0e-be51-4504e2097a10/history-progression.pdf

https://primarysite-prod-sorted.s3.amazonaws.com/peterhouseceyarmouth/UploadedDocument/0a4a242d-8728-44a3-91ed-99e3e7cda8f7/history-coverage.pdf

appendix e.

https://primarysite-prod-sorted.s3.amazonaws.com/peterhouseceyarmouth/UploadedDocument/941c74ab-dad3-4e4b-b518-e95303be1355/geog-progression.pdf

https://primarysite-prod-sorted.s3.amazonaws.com/peterhouseceyarmouth/UploadedDocument/dfab2d96-d9bb-4cce-b591-7678ea370254/geography-coverage.pdf

appendix f.

https://primarysite-prod-sorted.s3.amazonaws.com/peterhouseceyarmouth/UploadedDocument/8cd7c399-bd0e-4e61-a37a-84229cc3ce27/history-iii.pdf

https://primarysite-prod-sorted.s3.amazonaws.com/peterhouseceyarmouth/UploadedDocument/9cad5007-5f05-4a8d-a2ee-c4e8af6c39e4/geography-iii.pdf

appendix g.

https://primarysite-prod-sorted.s3.amazonaws.com/peterhouseceyarmouth/UploadedDocument/e6e2f70d-8f4e-4f71-a1d9-69a4d3240a73/courageous-advocacy-units-pdf.pdf