



## Rationale

Through the teaching of geography in primary school we allow the children to learn more about their locality as well as the wider world. Geography at our schools will provide children with the opportunity to take on the role of a geographer: exploring, discovering, and beginning to make sense of the world around them. Our children will learn about diverse places and make links between topics studied.

History introduces the past of Britain and the wider world and how this impacts our lives today. History at our schools will provide children with the opportunity to take on the role of a historian: ask perceptive questions, think critically, evaluate evidence, and examine arguments.

Our humanities curriculum promotes the diversity of the world and Britain. We want to provide our children with hands-on real-life experiences both inside and outside of school through educational visits, visitors, exploration of artefacts and discovery.

## Intent

- Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.
- Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as [geographers/historians].
- Ensure an appropriate progression of skills and knowledge is in place over time so that pupils are supported to be the best [historians/geographers] they can be, and challenge teachers to support struggling [geographers/historians] and extend more competent ones.
- Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.
- Identify [historical events/geographically significant areas] that underpin specific areas of the curriculum and raise aspirations for pupils.
- Keep up to date with current history research and subject development through an appropriate subject body or professional group.
- Create a long-term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid.
- Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.
- Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.

## Implementation

Pupils will



- Show developed understanding of the methods and skills of [geographers/historians] at an age appropriate level
  - Demonstrate a secure understanding of the key techniques and methods for each key area of the curriculum: field work, place and location knowledge, and human and physical knowledge.
  - A progression of understanding will be used by all, with appropriate vocabulary which supports and extends understanding
  - Children will build confidence in discussing [history/geography], their own work and identifying their own strengths and areas for development
- Pupils work and displays will show
- Pupils have opportunities for practice and refinement of skills.
  - A varied and engaging curriculum which develops a range of [geographical/historical] skills.
  - Developed and final pieces of work which showcase the skills learned.
  - Clear progression of skills and knowledge in line with expectations
  - That pupils, over time, develop a range of skills, knowledge and techniques across all of the areas of the [historical/geographical] curriculum.

## Impact

### (To be reviewed at the end of each year)

#### Classrooms will

- Provide appropriate quality equipment for each area of the curriculum.
- Have developed learning walls which include high quality work and carefully chosen vocabulary, which are regularly updated.
- Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.
- Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills.

#### Children will be

- Engaged because they are challenged by the curriculum which they are provided with.
- Resilient learners who overcome barriers and understand their own strengths and areas for development.
- Able to critique their own work as a [historian/geographer] because they know how to be successful.
- Safe and happy in [history/geography] lessons which give them opportunities to explore their own creative development.



- Encouraged and nurtured to overcome any barriers to their learning or self-confidence.
- Develop [historical/geographical] skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.