

Subject Report History and Geography 2019 – 2020

Time and Place: Humanities are fully embedded within our curriculum:

The humanities (History & Geography) are a crucial element of any broad & balanced curriculum. Knowledge and understanding of human behaviour, its consequences for other humans and the world they inhabit are indisputably important to all pupils in a healthy democracy. The same can be said about the development of the political, social and ethical values which guide that behaviour. Of all the subjects that contribute directly to the development of knowledge and understanding of human behaviour, the humanities are by definition the most significant. The humanities encourage a holistic appreciation of how the world works and of the interconnections between concepts such as scale, community, cultural diversity, interdependence and sustainability. History & Geography are subjects that contextualise and extend the possibilities for developing and applying language and mathematics and enrich understanding of, and in, subjects including science, art and design technology. Geography, in particular, lends itself to outdoor and active learning activities and experiences which is a key concept within our curriculum. The humanities also encourage and develop questioning skills, communication & debate and making links between various sources of information.

Curriculum: Intent, implementation, Impact

Intent:

At The Holy Family School, it is our intent that the history element of our curriculum will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

As our pupils progress, they will become equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We want 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.

The Geography element of our school curriculum aims to inspire pupils, with a curiosity and fascination about the world and its people. Teaching will equip pupils with knowledge about places, people, resources, natural and human environments, and will encourage curiosity about the Earth's key physical and human processes. As pupils progress, a growing knowledge about the world will deepen understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments

In Key Stage 1, the intent is for the children to have a better understanding of the make-up of the UK as well as a better understanding of their local area, studying the history and geographical make up of Addlestone and the surrounding area, whilst also beginning to develop map skills. In terms of their historical knowledge, pupils will study history of institutions and ideas which enable them to understand more about the history of Britain.

In Year 3, the intent is to give children a better understanding of the world around them, looking at Europe and then focusing on Italy and looking at the human and physical geography, making comparisons to the UK and building on previous learning from KS1. The focus topic of Romans also allows children to make links between the Roman Empire and modern day Italy.

In Year 4, the intent is to allow children to develop an understanding of how the world they live in has changed, particularly focusing on London. As well as this, the main intention in Geography is to focus and develop the children's locational knowledge of longitude and latitude.

In Year 5, pupils will study Victorians as a History focus with children learning about how the Victorians influenced our society through inventions, the industrial revolution, town planning, progression in medicine and medical treatments. Children will consider the impact this had on the lives of people and link this to the modern world. In Geography the focus of study is mountains, looking at different climatic conditions and how humans adapt to living and working in mountainous terrain.

In Year 6, children will focus on more recent historical events. They will study WW2 with a focus on the child's experience of wartime Britain. The social and economic impact of the war on local communities will be investigated, whilst skills of historical enquiry will also be developed. There will be an emphasis on comparing and analysing first-hand accounts and primary sources. In geography, the focus is on our changing world. Pupils will discover some of the many ways in which the world around them is changing, from coastal erosion to political changes. Using the Isle of Wight as a place of specific interest, pupils will learn how the physical and human geography of this island community contrasts with their own.

Implementation

History and Geography are delivered through carefully planned cross-curricular units. Unit plans clearly demonstrate skills and knowledge to be covered. Tasks have specific learning objectives which include 'I know' and 'I can' statements. Success criteria enable the children to self-assess before and after the lesson to show how over the course of the lesson, their understanding has developed and improved. Progression of skills is mapped across the curriculum and can be tracked and monitored by the subject leads and SLT.

Class teachers are responsible for ensuring all History and Geography skills and knowledge are effectively delivered over the course of the academic year. Some topics will feature more of one subject than another depending on the focus.

Impact:

Study of History and Geography encourages children to ask questions for themselves, allowing them to develop their own thinking and enquiry skills. In addition to well-planned lessons and activities, themed days, trips and special events bring these subjects to life for all pupils.

In geography, pupils will learn where things are located on the surface of the earth, why they are located where they are, how places differ from one another and how people interact with their environments. Pupils will be equipped with the necessary geographical skills and knowledge to enable them to be ready for the curriculum secondary level. In this ever-changing world, the study of geography will deepen children's knowledge of their place in the world and how peoples across our planet interact with one another.

Through History, learning different eras will improve children's chronological knowledge of events whilst enabling them to make links between different periods and comparisons with modern day. High-quality history lessons will inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children will have opportunities to investigate and interpret the past. They will be able to think critically about history and communicate ideas confidently. They will be encouraged to evaluate and challenge their own and others' views using information from a range of sources. They will respect historical evidence and develop the ability to make critical use of it to support their learning.

In both History and Geography, pupils will be encouraged to embrace challenging activities, including opportunities to undertake high-quality research across a range of projects.

How do History and Geography help to further develop SMSC in and around the school?

- Children are taught about the history and geography of localities around world which opens their eyes to the diversity of the human experience – they learn about cultures both past and present and how they differ from their own.
- There are many cross curricular links. Topics are carefully planned to with a logical progression of both skills and knowledge. The cross-curricular approach encourages children to transfer knowledge and skills from one from one curriculum area to another.
- Working both collaboratively and independently enables children to develop essential speaking and listening skills.
- Through improved knowledge, the children are able to see how important it is to care for the environment that they live in and that equality and rights are something they shouldn't take for granted.
- By working in groups, the children work together to research and produce pieces of work that in turn, develop social skills.

How are Fundamental British Values promoted within History and Geography?

- Children are given an understanding of how Britain became the country it is today by looking at key events such as WW2 as well as looking at how early British history has helped shaped the world today.
- The broad overview in both History and Geography allows children to gain an understanding of other cultures, helping them to develop tolerance.
- Children learn about the importance of democracy, comparing their lives to other countries.
- Appreciating diversity encourages positive relationships and shared values including tolerance & harmony, and a respect for the rule of law whilst developing a sense of self-worth.
- British Values are woven into the history curriculum promoting values such as mutual respect, tolerance and individual liberty. Themed days such The Poppy Factory promote such values.

Cross-Curricular links:

- Art and DT projects are linked to geography and history content through carefully planned cross-curricular units. For example, in Year 6 the work of war artists is examined and interpreted.
- English is a key component of learning within history and geography. Reading, writing skills and speaking & listening skills are developed through research, recounts, creative writing, factual presentations, discussions/debates
- Science skills and knowledge are enhanced through work in geography

Other key skills developed through History and Geography:

To have a chronological understanding which also demonstrates depth and breadth of historical knowledge.

2. To be able to interpret different sources and evaluate effectiveness and usefulness of historical evidence

3. To undertake historical enquiry, using sources to build knowledge, develop research skills and ask challenging questions.

4. /to develop compass and map skills and undertake fieldwork.

5. To identify and describe aspects of human and physical geography.

6. To develop locational knowledge and geographical language.

What does a good learner of History & Geography look like when they leave Holy Family?

- A good learner will have an understanding of the make-up of the world, locating countries and discussing other cultures while also identifying human and physical geography and developing map skills. They will display a knowledge of the formation and use of landscapes and environments.
- In History, children will have an understanding of different historical periods, will be able to discuss sources and conduct independent research, forming their own supported opinion of historical events. They will be able to ask relevant questions and challenge opinions based on the knowledge and skills they have gained.

Key targets for 2019 – 2020

To ensure high quality, enjoyable Humanities provision with clear curriculum coverage across all year groups.

- Full Curriculum review – are there any gaps in provision of skills or knowledge?

- talk to staff and re: curriculum coverage and support teachers' planning of Humanities.

- talk to children and undertake pupil voice i.e.– Do they enjoy History & Geography? What aspects do they like / dislike?

- undertake drop in observations.

- check curriculum coverage through book/planning.

Audit of what resources we have in school

Ensure assessment of History & Geography is effectively embedded in the regular termly cycle