



HISTORY & GEOGRAPHY POLICY

Let your light shine

Policy Review	
Review Schedule: Every 4 years	
Date of last Review	Autumn 2024
Date of Next Review	Autumn 2028

History & Geography Policy

Curriculum Intent

In History at St Bartholomew's, we aim to inspire pupils to be curious and creative thinkers who develop a confident 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. Through the Kapow scheme of work, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate other people's lives, the diversity of societies and the relationships between different groups. We aim to support pupils in building their understanding of chronology in each Key Stage, making connections over periods of time. We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

In Geography at St Bartholomew's, 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, and analyse and present their findings. Through the Kapow scheme of work, we aim to build an awareness of how Geography shapes our lives. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Implementation

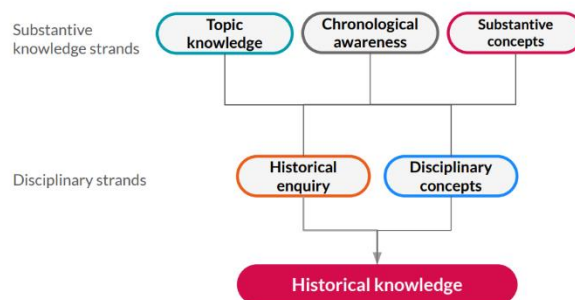
Our aim is to provide all pupils with the chance to work within an enquiry-based and investigative approach. At St Bartholomew's, we follow the Kapow Scheme to allow the children to delve into various topics through various investigations and answering questions.

Planning:

We work on a two-year rolling programme allowing the children to develop their skills throughout the key stage. Each year they will investigate three history topics and three geography topics.

Plans can be printed and annotated on from either History or Geography scheme. If the scheme is adapted or added to, it should be recorded onto the medium-term planning sheet. Children with SEN or EAL should have any resources adapted to their needs as well as the opportunity to work with some support should they require.

History:



In EYFS, children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. In Key stage 1 and 2, units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence.

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.

Geography

Enquiry questions form the basis for Key stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. They have been designed to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and represent data using geographical methodologies and make informed decisions by applying their geographical knowledge. Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. Kapow Primary units follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats. Fieldwork includes smaller opportunities on the school grounds and can include larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

EYFS

In the Early years both history and geography are taught through 'knowledge and understanding of the world' of development matters. Kapow child and adult initiated activities can be selected by the teacher to fit in with class topics and themes – ensuring they are prepared for the Key Stage 1 curriculum. In EYFS, children also attend forest school every week where they can gain real world experiences.

Trips

Our children are regularly provided with opportunities to take part in exciting, topical trips across the school. In the past these have included; St Paul's Cathedral, The Museum of London, Knebworth House, St Alban's Verulamium Museum, RAF Hendon, The Living Rainforest, the River & Rowing Museum and Stansted Airport Aero zone.

Beyond the curriculum

St Bartholomew's School celebrated its 50th anniversary. To celebrate, the children explored old photographs of the school over the years and had the opportunity to compare them to what their school looks like today. Special events were also held for parents and previous pupils and staff members to come and explore the history of our school. This gave the pupils a wonderful experience to learn about history specifically connected to themselves.

Impact

After the implementation of our history and geography lessons, pupils will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be able to make informed judgements based on their knowledge of the past. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the connection between the human and the physical.

Assessment

Each topic should be assessed at the end of a half term based on the skills and knowledge taught in each unit. Pupils are to be assessed as working below, at, or above the expected level on the St Bartholomew's assessment sheet; based on the skills covered in the topic. Assessment can also be based on conversations and observations made by the children within the series of lessons as well as any written work. Assessment in history and geography should be based on learning carried out throughout the whole term including: discussion, group work, labels, diagrams, maps, drawings and any written work.

Resources

Kapow has all resources included within the planning (sources, maps, photographs, PowerPoints etc...). In addition, there are resource boxes with many objects relating to various topics, atlases and globes.

Role of the subject leader

The subject leader is responsible for:

- Raising the profile of the subject.
- Ensuring that resources are sufficient and appropriate.
- Monitoring planning and assessment.
- Ensuring that the progression of skills is planned throughout the key stages.
- Improving the subject through analysing the strengths and weaknesses and writing an improvement plan each year.
- Ensuring CPD opportunities are available – staff meetings will use Kapow CPD videos.

