



# Subject Overview - History and Geography

*Aim high & be a Star*

## Our curriculum

The curriculum is built on the foundation that knowledge will build on knowledge so that children know and remember more over their school journey. To achieve this, the curriculum must be grounded in educational research to ensure that it is a driver to success. The overview below states how our history curriculum achieves this.



## Teaching and Learning Cycle

The sunshine model outlines the effective delivery of information over the course of a lesson. It allows for recapping of prior knowledge; the sharing of information; the use of assessment to check understanding; the opportunity to practise whilst being supported through scaffolding and the review of learning which will inform the next steps in learning. This cycle of learning should be viewed alongside the Aspire values and Aspire learning skills.



## Purpose

At Greenways Primary Academy, we aim to foster individual growth and to provide children with the knowledge that will be valuable in life. Through the planning and delivery of our curriculum, we aim to challenge and stimulate their intellect, enabling them to achieve high academic standards. All pupils in our academy are entitled to receive a broad and ambitious curriculum in the humanities. Geography and history will feature significantly in the curriculum taught at the academy. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. A high-quality geography education will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.



## Aims

- To offer a broad and ambitious curriculum using the National Curriculum as the basis.
- To develop an understanding and interpretation of local, national and global history
- To develop a sense of time and understanding of history in its chronological setting.
- To develop an awareness that the past shapes the present and future.
- To develop an interest in, and enthusiasm towards, the study of the past.
- To help pupils develop historical and geographical knowledge and understanding.
- To build and use a wide range of historical and geographical vocabulary.
- To develop practical knowledge during first and second-hand investigations.
- To research and introduce pupils to the process of geographical enquiry.
- To enable pupils to recognise that geography is the study of people and places and the interaction between them.
- To integrate fieldwork as an important part of the enquiry process.
- To support pupils to use maps effectively to locate and map key locations around the world.
- To help pupils deal openly and sensitively with issues of environmental change and sustainable development.

## Dashboards

All information regarding curriculum content can be found on the dashboards below:

- Year 1 - History dashboard
- Year 2 - History dashboard
- Year 3 - History dashboard
- Year 4 - History dashboard
- Year 5 - History dashboard
- Year 6 - History dashboard



## National Curriculum

The requirements and content of the National Curriculum provide a starting point for the teaching of history and geography in the academy.

The history attainment target is divided into five areas:

- Chronological understanding.
- Knowledge and understanding of events, people and changes in the past.
- Historical interpretation.
- Historical enquiry.
- Organisation and communication.

As well as the disciplinary content of ..

- Understanding chronology
- Change
- Cause
- Significance
- Similarities and differences
- Evidence including source analysis

The geography attainment target is divided into five areas:

- Locational Knowledge.
- Knowledge and understanding of human and physical geography
- . Following directions and maps.
- Geographical enquiry and investigation.
- Map Making.

As well as the disciplinary content of ..

- Reaching judgements
- Making claims
- Arguing responsibly
- Thinking creatively
- Problem solving



## Planning

History and geography are taught on a half-termly basis as discrete subjects. This is to ensure depth of coverage and opportunity for children to gain knowledge and understanding. Leaders have deliberately placed units of learning to ensure only purposeful cross curricular links have been made. A balance between the history and geography components of the humanities curriculum has been achieved through careful and meticulous design. Continuity and progression across the year groups allows for a gradual extension of knowledge, concepts and content in planning.

## Assessment

Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. Teachers will plan formative assessment tasks linked to lesson objectives and will draw conclusions about what pupils have learned by looking at patterns of performance over time. At the end of each unit of learning, teachers will make a judgement, which will begin to build a picture of a pupil's competency in the subject content.

The academy will present to parents, for discussion, an annual written report on each pupil involved in Key Stage 1 and Key Stage 2.

Assessment of the children's work and their acquisition of knowledge will be made using:

- Written work.
- Low stake quizzing.
- Engagement with disciplinary content
- Evaluating patterns of performance over time.
- Questions and answers.
- Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions.
- Discussion between individual children and teacher observation.