Humanities Policy
Geography and History

This policy should be read in conjunction with the *Teaching and Learning Policy*, any related subject policies and the following:

Assessment Policy
Safeguarding Policy
Behaviour Policy
Special Educational Needs and Disability Policy
Equality and Community Cohesion Policy
E-Safety Policy
Gifted and Talented Pupils Policy
Marking guidelines
Health and Safety Policy

Other documents that support the teaching and learning of Geography and History:

National Curriculum for Geography and History
Documentation to support curriculum planning

Throughout this policy 'parents' denotes those with parental responsibility.

Mission Statement

Geography enables children to make sense of their own surroundings through learning about their own locality and the interaction between people and the environment. Interest and knowledge are extended through contrasting localities in Britain, Europe and the world, appreciating similarities and differences and respecting other peoples' beliefs, attitudes and values. Children develop knowledge and understanding of the human and physical processes which shape places. Geographical skills and vocabulary are necessary to carry out effective geographical enquiry, enabling children to formulate appropriate questions, develop research skills and evaluate material to inform opinions. Children recognise and understand issues concerning the environment and sustainable development.

History enables children to develop their knowledge of significant people, events and places in Britain and the wider world. This includes both the recent and more distant past. Lessons

encourage children to develop a historical vocabulary to describe events, people and developments. Lessons encourage enquiry skills and allow children to interpret the past using a variety of primary and secondary resources; artefacts, documents, photographs and ICT resources. Children develop skills in how to distinguish between historical facts and interpretations/representations of those facts and begin to understand history from a variety of perspectives; political, economic, technological, scientific, social, religious and cultural. An understanding to the cause of historical events, the situations faced by people who lived through the events and the consequences of the events are discovered and children are able to use historical events and contexts as models which can be learned from when making decisions in the present day. We encourage a sense of identity through learning about the development of their local area, Britain and the world.

Aims and Objectives
Our aim is for our pupils to:
- become **explorers** in geography and **detectives** in history
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:

    i.   collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    ii.   interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    iii.   communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions

and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between
- cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Primary National Curriculum (2014) DfE

Approaches to Teaching and Learning
Please refer to the Teaching and Learning Policy.

Resources

Resources are audited regularly to ensure that they are up to date and reflect the world we live in. For example, globes and maps reflect current political borders. Books and a range of educational software are used to support children's learning and research. Further examples of primary and secondary sources children will research include: conversations with the older generation, photographs, artefacts, maps, videos and posters.

Learning Environment

Please refer to the Teaching and Learning Policy.

Planning

We have a topic based curriculum which means that our teaching centres around a Geography or History based topic each term e.g. Tree of Life (rainforests) or What the Ancient Greeks do for us? Other foundation subjects, such as Art, link to these topics and are taught through them. There may be historical elements taught within a topic which is predominantly geography based and vice versa e.g. life during the Stone Age.

Assessment

Please refer to the Teaching and Learning Policy and Assessment Policy.

Cross Curricular Opportunities

Reading, writing, communication, maths and ICT

Geography and History provide a variety of meaningful contexts to write for different purposes, communicate to a variety of audiences and to use maths, reading and ICT skills through fieldwork, investigations and research.

Foundation subjects

Paintings and other artwork provide valuable primary sources to support the teaching and learning of History, in particular. Other foundation subjects such as Music are used, where relevant, to support historical and geographical learning objectives e.g. music of World War II to evoke the mood and feeling.

Spiritual, Moral, Social and Cultural

Both the history and geography of Britain have helped to shape it as a multi-cultural, multi-faith society with its judicial and moral code e.g. development of settlements, democracy. Geography and history also provide an excellent opportunity to learn about cultures across the world (including the ancient world), understand traditions and make comparisons with where we live and the situation we live in now.

Enhancing the Curriculum

Visits and workshops are arranged to enhance the curriculum.

Inclusion

Please refer to the Teaching and Learning Policy.

Health and Safety and Safeguarding

Please refer to the Teaching and Learning Policy.

Roles and Responsibilities

Please refer to the Teaching and Learning Policy.

Policy:
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Created: August 2018
Reviewed: December 2020 (History and Geography Policy)
Reviewed: April 2021 (Humanities Policy)
Reviewed: 31st August 2022, Jennifer Abraham
Reviewed: 12/9/23, Jennifer Abraham
Reviewed: 5/11/24 Jennifer Abraham