

Train up a child in the way they should go; even when they are old they will not depart from it. Proverbs 22:6



Subject Information: Geography & History

In the beginning God created the heavens and the earth. Genesis 1:1

Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you. Deuteronomy 32:7

How does it
work?

How will I
solve...?

Within a caring Christian environment, we will;

- inspire confident learners who will thrive in an ever-changing world.

Who uses it?
Why?

Why does it
work?

What happens
if...?

How can I stay
safe online?



Principles of History and Geography at St Chad's C of E (VC) First School

At St Chad's C of E (VC) First School, Geography and History is:

- To learn and engage with Geography and History in order to accumulate a valuable knowledge regarding the various phenomenon's that occur in nature and society.
- An opportunity for staff to teach in a creative and purposeful way, and using a range of effective teaching and learning strategies to teach a range of concepts
- An opportunity for pupils to develop their understanding of British Values and world wide heritage through a range of engaging resources which they can relate to through a variety of contexts to enrich their learning experiences across the curriculum
- To prepare our pupils for life in the society of diverse culture and respect and appreciate others beliefs and to understand different
- Used to understand the effects which global warming has on our environment and how children can preserve Earth and our natural resources.



What is Geography and History?

Geography and History are separate foundation subjects in the National Curriculum for England for KS1 and KS2, and they have fundamental importance from the foundations of school in across the Early Years Foundation Stage learning goals, particularly through Understanding the World and Expressive Arts and Design. At St Chad's CE First School, Geography is about understanding the world by: comparing locations; investigating; researching different sources; writing and talking about places; asking and answering questions. History is ordering events in time; finding differences and similarities; writing and talking about the past; using different sources for information.

How is Geography and History taught?

Geography and History are taught separately as a discrete whole-class lesson and within their own right underpinned by a specific topic/theme such as "Ancient Egyptians".

Skills and their understanding are developed through high quality precision teaching where skills of writing and speaking to explain understanding can be developed into mastery. History and Geography aims to build on pupils' prior learning and their experiences of Understanding of the World, such as observing change and live objects over time within and outside of school. In the Early Years Foundation Stage, learning about people and communities is creatively embedded into Topic where opportunities where learning comes to life in exciting and engaging hands on experiences such as painting a Diwali Diva Lantern. Subjects are explicitly linked to the early learning goals.



How will pupils learn?

History and Geography is a great opportunity for children to learn and research different topics and discover many different artefacts from around the world or significant point in history.

The children are able to immerse themselves in different topics such as Viking times where they may take part in a workshop and have a "hands on" experience.

Geography and History are also a fantastic opportunity for cross curricular learning to take place in relation to English, Art and Design, ICT. Children's work, where applicable is set through differentiated Learning Objectives, using orange, green, blue activities.

These are set to allow room for children to exceed the work they might be expected to achieve and achieve beyond.



What will pupils learn in History?

Pupils will learn the following in each phase:

EYFS	Key Stage 1	Key Stage 2
<p>Shows interest in the lives of people who are familiar to them.</p> <p>Recognises and describes special times or events for family or friends such as Birthdays or Christenings.</p> <p>Shows interest in different occupations and ways of life such as being a fireman or a vet</p> <p>Children talk about past and present events in their own lives and in the lives of family members such as Remembrance Day and Easter</p> <p>They know about similarities and differences between themselves and others and traditions such as Christmas Advent, Diwali and Chinese New Year</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally [the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality.</p> <p>Through the following questions,</p> <p>Year 1: 1. How did the first flight change the world?</p> <p>2. What was life, like when our grandparents were children?</p> <p>3. How has farming changed? (local area)</p> <p>Year 2: 1. Why did the Great fire of London never happen again?</p> <p>2. Who was the greatest Queen?</p> <p>3. What does the evidence show us about the History of our School and Village?</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history. Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p> <p>Through the following questions,</p> <p>Year 3: 1. What was new about the Stone age?</p> <p>2. Where did our towns come from?</p> <p>3. What is the history of our area?</p> <p>Year 4: 1. How much did the Ancient Egyptians achieve?</p> <p>2. Why is local history important?</p> <p>3. Did WWI or WWII have the biggest impact on our location?</p>



What will pupils learn in Geography?

Pupils will learn the following in each phase:

EYFS	Key Stage 1	Key Stage 2
<p>Children know about similarities and differences in relation to places, objects, materials and living things such as where Handa lives in the story Handa's Surprise.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another such as what fruit she is eating and why that is different or the polar regions compared to Africa and the desert.</p>	<p>Year 1: 1. What is it like where we live? Local area: comparing the city and the countryside. Comparing Pattingham to Wolverhampton.</p> <p>2. What are seasons? (Kenya Link) Identifying seasonal and daily weather patterns in the United Kingdom</p> <p>3. Where does our food come from? (Eco Link) Locate and name the countries within the UK and name the capital cities</p> <p>Year 2: 1. What is the world like? (Eco Link) Contrasting locations - Pattingham to the Galapagos Islands. To locate the 7 continents on a map.</p> <p>2. What is it like where we live? Mapping the local area - devise a simple map, use simple compass direction and use and construct basic symbols in a key</p> <p>3. How is our village different to a village in Kenya? Use basic geographical vocabulary to refer to human and physical features of a location.</p>	<p>Year 3: 1. Why is climate important? (Eco link) to describe and understand key aspects of physical geography, including: climate zones.</p> <p>2. Is land use important? (Kenya link) describe and understand key aspects of human geography, including: types of settlement and land use.</p> <p>3. Where on Earth are we? To understand geographical similarities and differences, comparing UK to Europe.</p> <p>Year 4: 1. How does water go round and around? (Kenya Link) describe and understand key aspects of the water cycle.</p> <p>2. How does the Earth shake, rattle and roll? describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes,</p> <p>3. Are we damaging our World? (Eco link) locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>



How is learning assessed?

Learning in Geography and History is assessed continually within each lesson to ensure that staff plan for progression. This ensures that all groups of pupils are both supported and challenged to enable them to make at least expected progress. Children are assessed against a differentiated criteria to challenge their ability through skills and understanding of the topic. At the beginning and end of each unit, staff take into account their knowledge of each individual pupil to come to a judgement as to whether they are: Working Towards/Working at/Working Above the Expected Standard. As pupils are viewed as individuals with their own prior experiences and with each unit being unique with its own knowledge, understanding and skills, the judgement at the end of each unit may vary to reflect the progress that pupils make.

In the Early Years Foundation Stage, the use of observations underpinned by personalised and creative learning activities, enable staff to draw conclusions and judgements about pupils' understanding of technology across the early learning goals.

Access to Resources

Staff and pupils have access a varied set of resources, across the school enabling learning to happen at any time and in any place. Most notably is access to our Purple Mash online learning portal, which uses personalised and purpose-built software to ensure pupils progress at their own pace, whilst also being appropriately supported and challenged.



How does it promote fundamental British Values and SMSC?

British Values - Children learn that they have freedom to have an opinion and learn about democracy and how this has led to rights and values we hold in modern days. They will also explore how Geography provides them with the opportunity to express their views positively, whilst also developing tolerance and respect for the diverse world they live within.

Spiritual Development - It involves the mystery of how and why events in the past happened and their many causes, and helping pupils to a realisation that events did not have to happen that way, they could have taken other directions.

Moral Development - It involves pupils being encouraged to comment on moral questions and dilemmas. History is a story of right and wrong and pupils develop the ability to empathise with the decisions which ordinary people made at the time, based on their historical situation.

Social Development - It provides children with a deep understanding of different cultures, beliefs through exploring different countries and societies. They will grow a sense of respect and understanding.

Cultural Development - It provides opportunities for multi-cultural education through recognising commonalities and differences. It also encourages pupils to reflect on their own personal reality of sense of space.