



Geography and History Policy

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Contents

Geography and History Policy	1
Contents.....	2
Geography Intent	3
Geography Aims	3
History Intent	4
History Aims	4
Implementation Foundation Stage.....	4
Implementation Key Stage 1 and 2	4
Geography and History Planning.....	5
Special Educational Needs	5
Assessment	6
Impact	7
Roles of Co-ordinator	8

“Growing in Love, in the Spirit of Christ, for the benefit of all.”

Intent

As a Catholic Academy, religious education and faith development are at the heart of our school curriculum developing the Catholicism and spirituality of our pupils.

Geography Intent

Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geography is a valued part of the curriculum at St. Joseph’s Catholic Primary Academy School as it enables children to develop knowledge of places and environments throughout the world and the local environment that they live in.

Aims

Our aims are that the children will:

- retain and develop their natural curiosity of the world around them;
- develop positive attitudes towards geography;
- build up a body of geographic knowledge and understanding relating to the programmes of study outlined in the National Curriculum;
- develop their skills of geographical investigation including generating questions, careful observation and interpreting and drawing maps;
- effectively communicate geographical information through a variety of methods;
- develop their understanding of how to work safely
- develop and enhance the children’s understanding of maps and fieldwork
- deepen the children’s understanding and knowledge of different societies and cultures
- develop the understanding of global learning and British values

History Intent

At St. Joseph's Catholic Primary School, we believe that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement. History helps 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.

Aims

Our aims are that all children will:

- To promote positive attitudes and enthusiasm for History
- To ensure progressive development of historical concepts, knowledge, skills and attitudes.
- To introduce pupils to what is involved in understanding and interpreting the past.
- To know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To develop knowledge and understanding of significant aspects of the history of the wider world.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To develop an understanding of 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
- To 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
- To 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.

Implementation

The curriculum at St. Joseph's is rooted in the teachings of the Catholic Church; the Early Years Foundation Stage Curriculum and the National Curriculum.

Foundation Stage Geography

In Foundation Stage planning is based on the 'Understanding of the World' strand of the Early Years Foundation Stage. The children are given the opportunity to learn about life processes and cycles, looking closely at similarities, differences, patterns and change. Children will learn about features of their own immediate environment and how environments might vary from one another.

Foundation Stage History

In the Foundation stage the children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. History makes a significant contribution to developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Planning – Foundation Stage

The EYFS framework provides a long term plan to follow by ensuring that all relevant Early Learning Goals are covered throughout the academic year.

Medium term topic planning is created and takes into account the individual children's learning and developmental needs. All relevant Areas of learning and development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused and child initiated activities indoors. The setting also makes use of the outdoor environment whenever possible.

Key Stage 1 Geography

During key stage 1, pupils investigate their local area and a contrasting area outside of the United Kingdom, finding out about the environment in both areas. They also name and locate the world's seven continents and five oceans as well as the four countries and capital cities of the United Kingdom. In addition to this, they begin to learn about the wider world. They carry out geographical enquiry inside and outside of the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs which incorporate simple compass points.

Key Stage 1 History

Pupils will be taught about the past, using common words and phrases relating to the passing of time. They will learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will be taught a wide vocabulary of everyday historical terms. Children will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will study some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 2 Geography

During key stage 2 pupils investigate a variety of places and environments at different scales in the United Kingdom and the wider world, and start to make links between different places in the world. They carry out geographical enquiry inside and outside of the classroom and in doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT. The children also identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of cancer and Capricorn, Arctic and Antarctic circles, the Prime/Greenwich meridian and time zones.

Key Stage 2 – History

In Key Stage 2 pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

Geography and History Planning

The school curriculum is designed around geography and history opportunities. In each year group, there are five topics which are covered throughout the year. We start Advent Term 1 with geography topics, Advent Term 2 with history topics. In the Lent Term, all classes complete one topic with geography for the first half term and history for the second half term. In the Pentecost Term 1 everyone completes a geography topic and history for the Pentecost Term 2. Wherever possible, links are made between topic learning, enabling pupils to place their learning in context and ensure learning becomes embedded in long term memory.

There are two distinct stages of learning, within geography and history planning, which actively promotes children's learning and thinking.

Engage

This section of each topic lasts for approximately 3-5 days. It begins with a memorable experience, a launch day, which stimulates curiosity and enthusiasm for the new theme. During this week, children's interest in the new topic is stimulated and they are encouraged to develop enquiry questions and identify possibilities for future learning.

Develop

The develop section lasts around 4 weeks, depending on the topic. During this, children's learning will delve more deeply into the theme as they acquire new knowledge and skills. Throughout this section of the topic, children will be provided with the opportunities to read and write for different purposes.

Children with Special Educational Needs

The Geography and History curriculum in our school is designed to provide access and opportunity for all children who attend the school. This is completed through quality first teaching, scaffolds and adaptations.

If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. The teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation.

Assessment

Assessment can be on a continuous monitoring basis involving informal techniques such as teacher observation, questioning and small group discussions (formative assessment). Reporting to parents is done twice a year through parent's evenings and once a year through a written report. Each class teaching assistant is responsible of keeping a topic portfolio over examples of work and activities based on the Medium Term planning for each geography and history topic.

Ensuring that teaching is based on an accurate and precise understanding of children's prior knowledge and understanding, is integral to our teaching. At the beginning of each unit of work, teachers will assess children's prior knowledge and understanding through a pre-learning challenge. This challenge will then inform precise next steps in learning and also how children are grouped for lessons.

Impact

Our topic curriculum has ambition for high achievement of all pupils irrespective of background and starting point. The teaching and learning process is cyclical, therefore assessments are used to inform teaching, but also to measure progress. Progress is measured through the use of post learning challenges at the end of each unit of learning, through teacher assessment of the innovate and express. These strategies support an accurate assessment of pupils' knowledge and skills, enabling staff to ascertain how learning has been embedded in long term memory and also gaps in learning.

We continually measure the impact of our curriculum by scrutinising pupils' books, speaking to pupils about their learning and the use of internal assessments, triangulating this to provide an overall level of achievement.

Roles and Responsibilities

Role of Geography and History Co-ordinator

- To be responsible to the head teacher for the co-ordination of geography and history work within the school.
- To be responsible to the governors in charge of overseeing the development and teaching of geography and history within the school.
- To be responsible for writing and publishing a geography and history policy in consultation with the head teacher, staff and governors.
- To monitor progress.
- To take responsibility for the upkeep of resources.
- To keep up to date with developments in the teaching of geography and history and relate information to colleagues.

