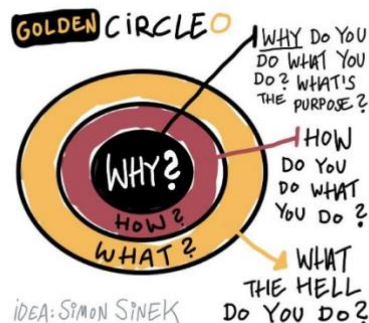


HIMBLETON CE PRIMARY SCHOOL AND NURSERY



***Nurture, Nature, Knowledge:
Enabling inquisitive thinkers and inspired
learners with kind hearts.***

The Himbleton Approach to the Teaching of History and Geography



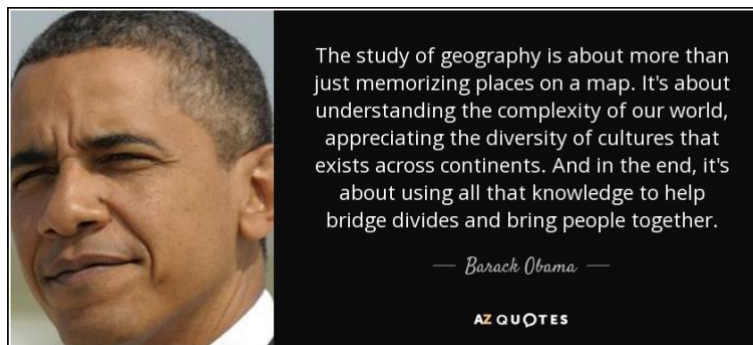
History

Intent

Why do we do what we do?

Through our History Curriculum at Himbleton, we are passionate about our children being: curious about the past, gaining a secure knowledge and understanding of Britain's past and that of the wider world, becoming critical thinkers and understanding the process of change. Our History curriculum teaches our children to appreciate the diversity of societies and to understand their own identity and how things came to be.

These skills are embedded within History lessons and developed throughout their journey of the history curriculum through deeper learning. Throughout their time at Himbleton, children will develop an understanding of chronology and will study a range of key periods and civilisations, identifying how these impacted on the world by making connections and comparisons.



Implementation

How do we ensure our intent becomes a reality?

Knowledge and skills progression

Our whole curriculum is shaped by our school vision, to help every child succeed and be the best that they can be. We follow the National Curriculum 2014, supported by a clear skills and knowledge progression matrix. This ensures that knowledge and skills are built on year by year and sequenced to maximise learning for all children.

It is important that our children develop progressive skills of a historian and do not just learn facts about the past. To do this successfully, as historians, they need to be able to research, explore and interpret sources and evidence, and form their own point of view – this is a key feature of our planned curriculum.

Our school visits are a key element of our curriculum in this subject area. They are carefully planned to ensure children build on their historical skills and have the opportunity to explore and examine artefacts and experience key events first hand.

Carefully sequenced curriculum

We follow a two year rolling programme that is based around historical and geographical unit of enquiry themes.

The programme is planned thoughtfully, using chronological understanding as the basis for history and building from local, to national, to international for Geography throughout each cycle. In Key Stage One and lower Key Stage Two, we focus primarily on the history curriculum up to 1066; moving to explore the period following this in upper Key Stage Two.

The programme is planned so that there are opportunities for both practise and application of knowledge in skills in a range of ways at frequent points throughout a child's time with us, to embed and deepen understanding, so that long term retention is ensured. Repetition, rehearsal, revisiting and application across the curriculum is vital to ensure that a path is worn and learning is fully embedded, enabling children to make meaningful associations as they progress (Rohrer & Taylor, 2006; Rawson & Kintsch, 2005).

Impact

What are the outcomes for our children?

Through our carefully designed curriculum, by the time children leave Himbleton they will:

- Have a secure knowledge and understanding of people, events and contexts from the historical periods covered.
- Be confident to ask enquiry questions.
- Be confident to explore and discuss artefacts.
- Have developed a good vocabulary linked to the subject.
- Have the ability to think, reflect, discuss and evaluate the past.
- Be curious about the past and have an enthusiastic approach to history.
- Be keen to embrace challenging activities, including opportunities to undertake high quality research across a range of history topics.
- Demonstrate understanding of chronology and be able to place key events on a timeline accurately.
- Be able to make meaningful connections between periods in history.
- Be able to work at age related expectation in this subject (most children).

How do we know that we have achieved these outcomes?

Unit of Enquiry assessment reviews

Progression in knowledge and skills is tracked for each child throughout each Unit of Enquiry. Children are asked to reflect on their learning at regular review points. They are also asked to reflect on connections made to previous learning. This review document informs the teacher's understanding of each child in relation to the identified outcomes.

Artefact responses

Bi-annually the History Subject Leader carries out a monitoring activity with a sample of children from year groups across the school, as follows:

	Years:	Artefact:	Key questions/prompts:
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Autumn	R, 2, 4	Roman coin	-What can you tell me about this artefact?
Summer	N, 1, 3	Local historical farming artefact	-Is it something that we use now? How do you know? -What do you think it was used for? Explain your answer. -Would it have been used around here? How do you know?

The purpose of this activity is to monitor and capture evidence of progression of historical skills and knowledge across the school.

Geography

Intent

It is our intent for Himbleton's Geography curriculum to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

We have developed long term plans based on sequential building of knowledge and skills to ensure that children develop a range of deeply embedded, transferrable skills. Our teaching should equip 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. Our curriculum is designed to enable children to develop into global citizens who understand their role in the world and how their actions have an impact on the world. We provide regular opportunities for exploration, reflection and discussion about current world affairs, for example, through Newsround and First News.

Our aim is for our children to deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school. Our geography lessons will help children to develop a sense of identity and promotes responsible citizenship.

Implementation

Our unit of enquiry overviews evidence a broad and balanced curriculum and work in books shows each individual's learning. Children record what they know about a unit of enquiry at three points throughout the enquiry. These documents help children and teachers to track individual progress and build on knowledge. It also encourages children to reflect and compare what they have learnt from their own starting points.

The local area is fully utilised to enhance all aspects of Geography and ensure that geographical enquiry is meaningful and purposeful. Our Youth Leader Award work is all carried out in the local area, for example 'adopt a street' litter pick, and this shows helps all children to see the impact of environmental change in our area and how we can all make a difference. Forest School also provides extensive opportunities for learning outside the classroom and is fully embedded in every year group.

International Day takes place annually so that prior learning can be built upon. During the day, children travel 'around the world' visiting different countries; learning about different places and cultures. Children are invited to come to school dressed in the colours a flag from a country you might be from, have visited or are interested in. The children find out where in the world countries are on a map, learn greetings in different languages and listen to traditional music. There is a variety of different activities throughout the day including arts and crafts, dancing, music and stories from other cultures and the day concludes with children running a food tasting event for parents and carers.

Impact

What will this look like?

By the time children leave Himbleton they will;

- Have a good knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected
- Have an understanding about the impact of physical and human changes have on the environment.
- Be confident to use and explain using geographical vocabulary and terms.
- Be confident to carry out a geographical enquiry.
- Be able to apply questioning skills and present their findings in a variety of ways.
- Show curiosity to find out about people and places.
- Be able to express their own opinions about the world and environmental issues.

Himbleton educational visit overview to support our Geography and History curriculum			
	EYFS	KS1	KS2
Autumn	Think Tank/ @Bristol Smart Trees orienteering	Think Tank/ @Bristol	Think Tank/ @Bristol
Spring	The Hive to explore objects	The Tudor House Museum to examine objects and develop questioning skills	Village litter pick to develop community links and relationships History themed visit
Summer	Village Walk to develop sense of place	Village Walk to find out more about our community and the history of Himbleton	Residential stay/ River Severn study

