



St Nicholas^{CE}
First School

learning and believing, growing and achieving

Subject Information: Geography & History

How does it work?

How will I solve...?

**Learning and Believing,
Growing and Achieving**

Who uses it?
Why?

Why does it work?

What happens
if...?

How can I stay
safe online?

Principles of History and Geography at St Nicholas CE First School

At St Nicholas CE 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 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 Nicholas 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 Romans".

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.



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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 work shop 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 or 3 Star challenges.

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
<ul style="list-style-type: none"> >Shows interest in the lives of people who are familiar to them. >Recognises and describes special times or events for family or friends such as Birthdays or Christenings. >Shows interest in different occupations and ways of life such as being a fireman or a vet >Children talk about past and present events in their own lives and in the lives of family members such as Remembrance Day and Easter >They know about similarities and differences between themselves and others and traditions such as Christmas Advent, Diwali and Chinese New Year >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. >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. 	<ul style="list-style-type: none"> > Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life > Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] > The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods >Significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> ➤ the Roman Empire and its impact on Britain: >How their empire spread >What life was like as a Roman in Britain >Learning about the <ul style="list-style-type: none"> ➤ changes in Britain from the Stone Age to the Iron Age >Vikings: Building an understanding of the way Vikings lived and key dates in the Viking Era. >Ancient Greece: How Human Geography e.g. types of settlements and economic activity. >World War Two: Understanding that our knowledge of the past is built from a range of sources



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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 rich and 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.



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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.