

**ST. PAUL'S**  
**CHURCH OF ENGLAND**  
**PRIMARY SCHOOL**



**ENGAGE - INSPIRE - ACHIEVE**



**History and Geography Policy**  
**September 2025**



## Children's Rights - Article 29

Every child's education must develop their abilities and talents and help them to respect people, live peacefully and protect their environment.

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### Introduction:

This document is a statement of aims, principles and strategies for the teaching and learning of History and Geography at St Paul's CE School. It is written in support of the Mission Statement and aims of the school.

### History Intent

The children at St Paul's will gain a historical appreciation of local, national, and global history, which includes significant events and people, to understand how our British heritage has helped shape our world today. As we look through different historical periods across our primary curriculum, our children will develop a curiosity and motivation to understand past events through the promotion of an engaging and thought provoking programme

### History aims:

The national curriculum for history aims to ensure that all pupils:

- 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.

#### At Foundation Stage pupils will:

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. 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. In the Foundation stage 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 and beginning to understand the passing of time.

#### At KS1 pupils will:

During Key Stage 1, pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

They should know 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 should use a wide vocabulary of everyday historical terms.

They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

### At KS2 pupils will:

During Key Stage 2, pupils should 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 should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand

how our knowledge of the past is constructed from a range of sources. As well as making its own distinctive contribution to the school curriculum,

history contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

### English:

History contributes significantly to the teaching of Literacy by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters.

### Mathematics:

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as timelines. Children learn to interpret information presented in graphical or diagrammatic form.

### ICT:

Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the digital camera to record and use photographic images.

### Geography Intent:

By the end of KS2, children at St Paul's will have developed and expanded their knowledge of geographical places, processes and features, through a broad curriculum that involves practical experiences. Our curriculum builds from the foundations created in EYFS and KS1 to develop all children's knowledge and skills whilst gaining an important understanding of our British geographical values to help our children 'encourage one another and build each other up' and to understand their place in the world.

## **Geography Aims:**

The national curriculum for geography aims to ensure that all pupils:

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

## **Principles of the teaching and learning of Geography**

At EYFS pupils will:

- Communication - talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past.
- Observe - show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.
- Describe - features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different.
- Research - find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books.
- Recall - talk to others about what they know about a key person, character, event from the past.
- Chronology - order simple experiences in relation to themselves, and others including stories, events, and experiences.
- Vocabulary - use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.
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### **At Key Stage 1 pupils will develop:**

Pupils should develop knowledge about the world, the United Kingdom, and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

#### **Locational knowledge**

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### **Place knowledge**

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### **Human and physical geography**

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### **Geographical skills and fieldwork**

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## **Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### **Pupils should be taught to:**

#### **Locational knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### **Place knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

#### **Human and physical geography**

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## **History and Geography: teaching and learning.**

### **Strategies for teaching History and Geography.**

- History and geography are taught mainly through the creative curriculum and continuous provision themes with occasional stand alone units.
- The themes are carefully planned as a whole school and designed to support children's natural curiosity and stimulate creativity.
- A yearly programme has been designed, which encompasses all the skills the children need to be taught throughout EYFS, KS1 and KS2.
- The programme has been developed using the suggestions and interests of the children, including the golden thread running throughout the curriculum of local history in each class to support children's understanding and knowledge of the local area.
- Direct experience is placed at the centre of each theme so that teachers are able to draw out and develop children's thinking in meaningful contexts.
- Knowledge, skills and understandings are explored through a range of different media and where possible, making use of the creative arts.
- Teachers, children and other adults work with each other, drawing resources from the school, local area/community and their wider world to make the learning of geography exciting and challenging.

### **The different ways of teaching and learning in History and Geography**

- Whole class, groups, pairs, individual teaching and learning with differentiated work.
- Variety of resources e.g CD-Roms, pictures, photos, text, videos, artefacts, ICT, internet, maps, atlases, D & T.
- School trips
- School grounds and local studies
- Visitors

There is no specialist teacher of History and Geography. It is taught by each class teacher.

Homework may be used to support work. Children may be asked to research on the internet, produce a project/study.

### **Excellence in History and Geography is celebrated through:**

- Displays and presentations
- Class assemblies
- Portfolio of work throughout school.

### **Planning in History and Geography**

As part of the creative curriculum all teachers are involved with planning history and geography. Each unit chooses a different question to stimulate the interest of the children and within those themes plans for the progression and skills of understanding. Staff meetings are used to discuss and develop ideas to ensure this continuity. Work plans are drawn up by individual teachers termly and weekly and monitored by the senior management team and co-ordinators.

### **Assessment**

Assessment for learning is used to guide the progress of individual pupils. Formative assessment is mostly carried out by teachers in the course of their teaching. Suitable tasks for assessment may include;

- Group discussion in the context of a practical task.
- Individual discussion in which children are encouraged to appraise their own work and progress.
- Drama, role play, hot seating
- Analysis of photographs, maps, artefacts
- Quizzes

### **Feedback to pupils about their own progress includes:**

- Effective marking of written work which includes ticks, written comments, next steps, highlighted key learning and steps to success / AFL which may take place during the task.
- Self/peer evaluation

### **Reviewing and Reporting**

Parents have the opportunity to discuss progress each term during parent's evening. They are informed about progress in History and Geography in an annual report at the end of the school year.

### **Resources**

Ordering and purchasing resources for History and Geography is the responsibility of the coordinators as is the maintenance and organisation of central storage. The resources are in constant review in the light of teaching foundation subjects through the creative curriculum.

### **Information technology**

Information technology is a source used in the teaching of History and Geography for:

- Communicating information
- Handling information
- Research
- Development of skills
- Interactive learning through games and activities

### Health and Safety

- Use of equipment is in accordance with Health and Safety requirements
- Teach children to understand the need for and how to achieve safe practice in field activities
- Careful completion of risk assessment forms by teachers

### Role of the subject co-ordinator

- Take the lead in policy development and ensure continuity and progression in the teaching and learning of subject based skills within the framework of the Creative Curriculum
- Support colleagues in their development of work plans, assessment and record keeping
- Monitor progress and advise senior management on any action needed
- Keep up to date with developments in teaching of history and geography through course and feed back to colleagues
- Take responsibility for the purchase and organisation of theme Based history and geography resources

Policy updated September 2025

This policy will be taken to governors in October 2025

Reviewed by: H Metcalf

Role: History/Geography co-ordinator



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