






In the knowledge that we are loved, we are rooted by our Christian values.

With the Wind in Our Sails ‘We shall live life in all its fullness’ John 10:10

Brill Church of England School

Geography and History Policy

<u>Policy Reviewed</u>	<u>October 2018</u>	<u>Sept 2019</u>	<u>Sept 2020</u>	<u>Nov 2022</u>	
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<u>Review date</u>	<u>October 2019</u>	<u>Sept 2020</u>	<u>Sept 2021</u>	<u>Nov 2022</u>	

Brill C of E Combined School - Geography and History Policy

To study Geography and History is to study people, their behaviour and the environment in which they live. At Brill, we unite History and Geography under broad and diverse units of work in order to consolidate children's understanding of and curiosity for the world around them, past and present. Through these subjects, our children develop a strong sense of identity and understanding of their future roles and responsibilities in our ever-changing world. Pupils are immersed in fascinating topics which not only engage and inspire, but help to create independent, motivated and committed life-long learners who understand the complexity of people's lives, are aware of their place in history, prepared for the road ahead and determined to make a difference.

National Curriculum Aims

History

- 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.

Geography

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

Brill's Aims

1. Learning and teaching is purposeful, enquiry-led and stimulating - children have a clear understanding of the value of what they are learning and how it will help them in the future.
2. Children feel curious about the world around them and seek to understand what it is to be a Historian and Geographer. They learn how to ask questions, research and investigate places and cultures around the world. Children's interests and questions will inform and shape teaching and content.
3. Children discuss, think and understand key concepts including chronology, change, diversity, identity, significance, similarity and difference, memory and bias. They consider how significant events in British history caused long-term change.
4. Children gain an idea of near and far: they investigate their local surroundings, the history of the area and get to know local people. They also explore the history and diverse landscapes of the wider world.
5. Children consider how people's actions in the past have impacted our present. They reflect on their own identity and their role within our ever-changing world. They will be encouraged to make a difference, whether this be socially, culturally or politically. Children consider environmental issues at a local, regional and global level.
6. Children compare and contrast people and places, finding similarities and differences in the process. They recognise how people all over the world are linked by travel and trade. They consider the importance of tolerance and compassion in our multi-cultural world and how to celebrate its rich diversity.
7. Children think both critically and creatively: they learn to sift arguments, debate, appreciate uncertainties, consider issues of bias and perspective, propose solutions to problems and develop judgement and informed opinions.
8. Children are equipped with the skills to actively explore the world around them. They enjoy talks from local people, trips to exciting places, role play and immersion days. They conduct fieldwork in the grounds and local area, study artefacts, analyse secondary sources and use drama to bring these subjects to life. They learn how to use tools and resources to help them learn more, including drawing and interpreting maps.

Curriculum

History and Geography are foundation subjects in the national curriculum. At Brill school, they are taught through broad and diverse topics. These are outlined in the Geography and History progression documents.

Assessment and Monitoring

The teaching and learning of Geography and History across the school is monitored to ensure progression across the National Curriculum objectives. This monitoring is done via book looks, lesson observations and pupil voice interviews. Progression should be seen across 4 key areas -

- 1) the depth of children's knowledge & understanding
- 2) pupils' ability to think critically: ask perceptive questions, weigh evidence, sift arguments and develop perspective and judgement.
- 3) children's understanding of key concepts including chronology, change, diversity, identity, significance, similarity and difference, memory and bias.
- 4) the skilled use of resources (including maps and primary sources) to actively explore and investigate their topic.

Please refer to the Geography and History progression documents for further detail.