

# History and Geography Action Plan

(2021 - 2022)



## Vision

**At Knights Enham Junior School we provide...**

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'

**'Together We Achieve'**

### **Curriculum Intent - History:**

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, sift arguments, 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.

All pupils should 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. In particular, pupils should:

- 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 History – key stages 1 and 2
- 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:**

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. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

### **Curriculum intent - Geography:**

A high-quality 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 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. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## **Implementation:**

The geography curriculum should 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.

In detail, pupils should be taught:

### **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 Geography – key stage 2

### **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.

# Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2018)

## Overall effectiveness Good

- |  |      |
|--|------|
| • Effectiveness of leadership and management   | Good |
| • Quality of teaching, learning and assessment | Good |
| • Personal development, behaviour and welfare  | Good |
| • Outcomes for pupils                          | Good |

## Ofsted Guidance for What the School should do to Improve Further

- Continue to improve the quality of teaching, learning and assessment to ensure that more pupils make strong progress from their starting points.
- Ensure that all teaching provides robust challenges for pupils, particularly those who have the potential to achieve higher standards in reading, writing and mathematics.
- Ensure that all teaching supports pupils with SEND effectively so that they make stronger progress in reading, writing and mathematics.

## Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

### 1. Teaching and Learning

Improving all pupils' attainment and rates of progress from starting points.

1. High-quality **assessment for learning** is being used to effectively plan lessons, which meet the needs of all children.
2. Ensure SEND children to achieve in line with their end of year expectations to make significant progress from their starting points.
3. Consistent **marking and feedback** enable pupils to be challenged and achieve End of Year targets through **flexible teaching**, which response to their immediate need.

### 2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

1. Promote and embed the **vision** and **values** across the school.
2. Improving subject knowledge by mapping out the **progression skills** across all subjects and year groups.
3. Develop subject leaders to ensure National Curriculum requirements are fulfilled and their **leadership** is focused on raising standards with **demonstrable impact**.

### 3. SEND

Meeting the needs of all children to ensure good progress.

1. **The quality first teaching** is supporting children with regard to SEND, and appropriate differentiation is planned.
2. **Provision maps** are in place for **interventions** and support. Monitoring is effective and is amended where needed.
3. **IEPs** are in place across the school. Appropriate targets for each individual are assessed and progress is monitored effectively.

### 4. Parental Involvement

Involve children and parents in the learning process to help develop pupil outcomes.

1. Introduce **systems** and **routines** which are consistent across the school and year groups.
2. Parental communication is effective and consistent, which allows them to be fully engaged with their children's learning.

## 1. Teaching & Learning

Intent	Implementation	Monitoring	Timescale	Budget	Impact
<p>High-quality assessment for learning is being used to effectively plan lessons, which meet the needs of all children.</p>	<p>Where applicable, acquire external resources, which enable teachers to effectively plan lessons that will meet the needs of the children.</p>	<p>Monitor year group planning and triangulate with book looks and pupil interviews.</p>	<p>Termly</p>	<p>N/A</p>	
	<p>Highlight the National Curriculum objectives within each high level planning summary. Each planning summary must also include the skills, which will enable each objective to be taught. In History and Geography, these skills are an important part of ensuring that the needs of the children are met. As a result, those skills must form an explicit part of each lesson. Can the children demonstrate an understanding of the skill being taught and how it relates to the activity being undertaken?</p>	<p>As above.</p>	<p>As above.</p>	<p>N/A</p>	

## 2. Curriculum

Intent	Implementation	Monitoring	Timescale	Budget	Impact
<p>Creating our own curriculum which is rich, creative, and something to be proud of.</p>	<p>Recommending medium term plans, which give teachers the opportunity to choose different streams from within a broad topic area. In turn, this allows the children to play a part in choosing or determining the direction of their learning journey.</p>				
	<p>The activities put forward by the subject leader should offer variety and a balance between written activities and ones, which encompass other disciplines like drama (or re-enactments using materials produced by the children themselves). For example, Year 4 could use design and technology skills to create a Roman shield then practice re-enacting the formations used by the Roman army. Planned activities should directly relate to the historical or geographic skills being taught, but in doing should be delivered using a variety of broader cross-curricular skills such as inference, deduction or how to carry out a proper debate. A variety in task design will help to create a curriculum, which is rich, creative and <b>inclusive for all attainers especially SEND.</b></p>				
	<p>In creating something to be proud of, I believe it is important for the children to create something tangible like a Celtic thumb pot or the memory of an activity like sampling freshly caught fish that has been cooked on an open fire as part of an outdoor experience where an authentic Stone Age encampment has been created by the school's outdoor learning Forest School leader.</p>				

### 3. SEND – Task design

Intent	Implementation	Monitoring	Timescale	Budget	Impact
Meeting the needs of all children to ensure good progress.	Attend History and Geography HIAS network meetings and training courses in order to pass on the latest ideas for task design to ensure good progress for all children with a particular focus on the SEND members of our school community.				
	Provide class teachers with any useful resources or teaching methods gleaned from the network meetings.				