



The Intent, Implementation and Impact of our History and Geography Curriculum

School Mission Statement



St Michael's RC Primary School is a Catholic family of faith, following the teaching of Christ. We strive to create an environment where all members of our school community become caring, independent and resilient individuals who fulfil their potential.

"I came so that you may have life, life in all its fullness" John 10:10

Intent

Our History and Geography curriculum is clearly mapped out to ensure that every term children explore the geography and history within their topic areas in a way that provides opportunities to recap prior learning from previous topics throughout the year and from previous year groups. Each term's themes build on and consolidate key geographical and historical skills needed to progress and retain knowledge across our pupils' time at Saint Michael's. Through both History and Geography, we want our children to engage with memorable, exciting, high-quality learning experiences through our planning of hooks and celebration days at the start and end of topics. We develop cross-curricular links between History and Geography and other core and foundation subjects by encouraging a range of tasks in lessons: writing, debating, performing, drama, musical, creative activities, computing research and presentation, as well as statistical and mathematical graph analysis.

Geography Intent:

Our geography curriculum is designed to develop our children's curiosity and fascination about the world and its people, which will remain with them for the rest of their lives. Through various topics, we aim for our pupils to understand their place in the world and their responsibilities as global citizens. Through our Term 1 Marvellous Medway, children investigate and make enquiries about our local area of Medway so that they can develop and celebrate a sense of who they are and what makes our local area so unique and special. As a diverse community, we celebrate and explore the heritage of all children from our school by ensuring that we teach and explore the key countries that our children are

from. Through our teaching at Saint Michael's children investigate a range of places around the world to help develop their knowledge and understanding of the Earth's physical and human processes. Our curriculum aims to develop the children's ability to apply geographical skills to enable them to explore, enquire, and confidently communicate their findings and geographical understanding to a range of audiences.

History Intent:

At Saint Michael's, we aim to inspire children to explore the past with curiosity and to think and act like historians. By linking learning to a range of themes, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and be able to communicate historically. We aim to develop the following characteristics to help our Saint Michael's children become active historians: developing a sense of period and time, and evaluating and engaging with their own and others' views using historical evidence from a range of sources. We aim to help children respect and understand how to analyse historical evidence, using it critically to support and deepen their learning. Finally, we aim for children to know about the diverse experiences of people from the past around the world that have shaped today's society.

Implementation

Our History and Geography curriculum is taught every week and is given equal value to the core subjects through regular monitoring, assessment and CPD. Starting in EYFS, where children explore their immediate surroundings, school environment, people, and communities, and focusing on past tense language development, children progressively build upon their knowledge, vocabulary, and enquiry skills through to Year 6. This is done through a high-quality learning environment and carefully structured lesson journeys. Each class teacher incorporates key topic resources into every lesson, using globes, atlases, Google Earth, and the use of timelines to reflect our curriculum and local history. They also integrate a variety of carefully researched sources, artefacts, maps, and photos to foster discussion and critical thinking.

Teachers utilise knowledge banks and knowledge organisers that highlight key concepts and vocabulary, alongside carefully mapped-out termly topics designed for progression, depth, and comprehensive coverage of the national curriculum. These plans ensure the repetition of essential skills and knowledge. Teachers also use quizzes at the beginning of every lesson to support learners' ability to retain key information as well as to identify where extra support or pre-teaching is needed. Weekly quizzes and end-of-topic knowledge assessments, along with teacher judgement and termly data drops using target trackers "I can" statements ensure teachers are aware of progress of pupils and gaps in learning. Teachers plan challenging lightbulb questions for pupils to apply their learning in a philosophical and open manner. Teachers plan regular trips, visiting experts and local

area fieldwork to enhance learning experiences for our children and to create memorable experiences.

Impact

The impact of our History and Geography curriculum is clear through trackable and clearly identifiable progress. Our curriculum ensures that children at Saint Michael's are equipped with historical and geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. With our crosscurricular links being planned, children are confident explorers, researchers, debaters and presenters. Children will leave Saint Michael's with excellent knowledge of where places are and what they are like, both in Britain and the wider world, understanding the ways in which places are interdependent, interconnected and have knowledge of the impact and legacy of places on us now. Our children start their next chapter with geographical and historical knowledge and vocabulary, fluency in complex enquiry and questioning skills as well as effective presentation techniques where they can reach clear conclusions and explain their findings.