

# THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL

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## History & Geography Policy

Date: 2025



**OFSTED October 2024**

‘Pupils flourish at this welcoming and inspiring school. The values of the school shine through the pupils’ attitudes and the relationships they have with each other. Expectations are high for learning and behaviour. Pupils strive to meet these expectations. As a result they achieve exceedingly well and become confident and independent learners.’



**CATHOLIC SCHOOLS  
INSPECTORATE**  
THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

### **Catholic Schools Inspection February 2023**

‘The visitor is left in no doubt that this is a loving Catholic school that prides itself on a genuine, warm welcome.’

‘Staff provide the highest level of pastoral care; there is a deep commitment to the most vulnerable.’

‘Prayer is central to life in Holy Family.’

***At The Holy Family School we are committed to Safeguarding Children***

# History and Geography

## Intent for History

At Holy Family school our primary History scheme of work aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world.

We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence through our scheme of work. We aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. Our primary History scheme KAPOW aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically secure knowledge of History.

## Intent for Geography

At Holy Family school, our primary Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways and analyse and present their findings. Through our scheme of work KAPOW, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Our scheme encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical concepts, terms and vocabulary.

Our scheme of work enables pupils to meet the end of key stage attainment

targets in the National curriculum. The aims also align with those in the National curriculum. For

EYFS, the activities allow pupils to work towards the 'Understanding the world' Development

matters statements and Early learning goals, while also covering foundational knowledge that will

support them in their further geography learning in Key stage 1.

## **Curriculum aims for History**

At The Holy Family Catholic Primary School we follow the Kapow scheme, and it is our aim that in History our pupils:-

- Know and understand British history as a sequence of time periods 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; characteristic features of past non-European societies and their achievements
- Gain an understanding of terms such as 'empire', 'civilisation' and 'parliament'
- 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 to make historical claims and consider how interpretations of the past have been constructed
- Understand the connections between local, regional, national and international history

### **Early Years**

History is taught in Nursery and Reception as an integral part of the topic work through child-initiated and adult led activities. History comes under the bracket of Understanding the world in the EYFS curriculum and then goes into EYFS past and present skills (History).

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### **In Key Stage 1 children should:**

- Develop an awareness of the past, using common words and phrases relating to the passing of time
- 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
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented

### **In Key Stage 2 children should:**

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms
- Answer and devise questions about change, cause, similarity and difference, and significance
- Understand how our knowledge of the past is constructed from a range of sources.

## **Curriculum for Geography**

At The Holy Family we follow the Kapow scheme of work and it is our aim that in Geography our pupils will:

### **Aims**

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their significant physical and human characteristics
- 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 special variation and change over time
- Collect, analyse and use a range of data that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **Early Years Foundation Stage**

Geography is taught in Nursery and Reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. This is mapped to the area Understanding the world – People and communities and the natural world. Understanding the world involves guiding children to make sense of their physical world and their community. The Frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### **Key Stage 1 Subject Content**

Pupils should develop knowledge about the world, the UK and their own locality. They should understand basic vocabulary relating to human and physical geography and begin to use geographical skills including first hand observation, to enhance their local awareness.

- 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 UK and its surrounding seas

### **Place knowledge**

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country

### **Human and physical geography**

Identify seasonal and daily weather patterns in the UK 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, harbor and shop

### **Geographical skills and fieldwork**

Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage

Use simple compass directions (NSEW) and directional knowledge (near, far, left, right, centre) 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 Subject Content**

Pupils should extend their knowledge and understanding beyond the local area to include the UK 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.

#### **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 UK, geographical regions and their identifying human and physical characteristics, key topological features (including hills, mountains, coasts, valleys and rivers), and land-use patterns. 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 Arctic 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 UK, 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

Describe and understand key aspects of 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 keys (including the use of OS maps) to build their knowledge of the UK 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.

## **Implementation**

### **Curriculum Coverage**

We organise our curriculum so that children learn about a different topic each half term which is focused on either History or Geography; not both but there may be cross curricular links to other subjects throughout the term. In EYFS History and Geography is taught under one of the 7 areas of learning –Understanding of the world. Children will have activities planned in their continuous provision which is then linked to one of the EYFS prime or specific areas. These approaches allow children to focus on developing the respective skills for each subject.

### **Inclusion and Diversity**

Throughout the teaching of History and Geography, children are encouraged to talk and work in mixed ability pairs as this enables all children to participate in lessons and promotes the inclusion of children with special educational needs and disabilities (SEND), children who come from disadvantaged backgrounds and children who come from a family where English is an additional language (EAL). Work is differentiated where needed to support the learning needs of each child.

## **Impact**

An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography and History. The impact of Kapow Primary's scheme that we use at Holy Family can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess children's understanding. Opportunities for children to present their findings using their geographical and Historical skills will also form part of the assessment process in each unit. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

## **Leadership and Management**

To ensure that all aspects of the History and Geography curriculum are being taught at The Holy Family School I will have a plan of what is being taught in each year group across the academic year and ensure that all aspects of the curriculum are covered.

Regular monitoring of History and Geography will be carried out through book scrutinise, pupil voice and learning walks.

Every term a work sample from each year group from a selection of children to show progression in History and Geography across the school will be collected as evidence.

### **Monitoring and Evaluation**

Monitoring takes place regularly through sampling children's work, looking at annotated teacher planning, books looks , pupil voice and learning walks.

Data will be looked at every term to check progression of children in each year group and monitor children who need support.

### **Assessment**

<b>History/Geography</b>	<ul style="list-style-type: none"> <li>• Kapow knowledge catcher and Kapow quiz completed at the beginning and end of each unit</li> <li>• Adapted end of unit task completed</li> <li>• Copy of task SEND, PP, WTS, EXS &amp; GDS sent to subject leader</li> <li>• Input data to Arbor termly</li> </ul>	<ul style="list-style-type: none"> <li>• Kapow knowledge catcher and Kapow quiz completed at the beginning and end of each unit</li> <li>• Adapted end of unit task completed</li> <li>• Copy of task SEND, PP, WTS, EXS &amp; GDS sent to subject leader</li> <li>• Input data to Arbor termly</li> </ul>	<ul style="list-style-type: none"> <li>• Kapow knowledge catcher and Kapow quiz completed at the beginning and end of each unit</li> <li>• Adapted end of unit task completed</li> <li>• Copy of task SEND, PP, WTS, EXS &amp; GDS sent to subject leader</li> <li>• Input data to Arbor termly</li> <li>•</li> </ul>
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