



History & Geography Curriculum Statement

Intent

At St. Mary's Catholic Primary School, we promote the use of a knowledge-rich curriculum to serve key principles of cognitive science. Scientific research has shown that knowledge is essential to the development of reading comprehension and critical thinking. Research has also shown that those who are rich in knowledge gain new knowledge quicker and more effectively. We therefore place the acquisition of knowledge at the heart of the learning process. The History curriculum will operate at two time levels: the then and the now so that the children are actively experiencing the history while also developing skills that are relevant to their future lives.

Pupils will secure a significant historical perspective by placing their growing knowledge into different contexts and understand connections between local, regional, national and international history. Our History curriculum is sequenced coherently so useful knowledge builds through two distinct strands: Ancient and World History and British History. As a result of the accumulation of essential knowledge, pupils' cultural capital and historical disciplines will be substantial and will provide a secure foundation that will enable them to succeed in the next stage of their education.

Our Geography curriculum is split into two distinct strands: Locational Knowledge and Human and Physical Geography. Through the accumulation of essential knowledge, pupils are provided with the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time, enabling them to become true global citizens.

At St. Mary's, we consistently promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world and their responsibilities to the environment. Newcastle-under-Lyme has its own rich history and the children need to understand it in the context of Britain's past and the wider context of the global community of which they are present. When done well, cross-curricular learning offers great potential for children to reach across subjects, connecting learning within and across domains of knowledge. We plan for coherence through planned progression – mapping out the way propositional and procedural knowledge will develop.

Implementation

History

Our History curriculum aims to ensure that all children:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world, which helps to stimulate children's curiosity to know more about the past.
- Learn how to ask perceptive questions, think critically, consider evidence, sift arguments and develop perspective and judgement.
- Begin 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.

Geography

Our Geography curriculum aims to ensure that all children:

- Develop contextual knowledge of the location of globally significant places 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.
 - Interpret a range of sources of geographical information.
 - Communication geographical information in a variety of ways.

History Overview

Key

| | |
|--|-------------------------|
| | Ancient & World History |
| | British History |

| | Learning Block One | Learning Block Two | Learning Block Three | Learning Block Four |
|------------|---------------------|-----------------------------|-----------------------------|-----------------------------|
| Year One | Toys Past & Present | | Castles | |
| Year Two | | Guy Fawkes & Gunpowder Plot | | Seaside Holidays |
| Year Three | Prehistoric Britain | | Invaders & Settlers: Romans | |
| Year Four | | The Mayans | | Anglo-Saxons, Picts & Scots |
| Year Five | Ancient Greeks | | The Victorians | |
| Year Six | | The Shang Dynasty | | The Role of Women |

Geography Overview

Key

| | |
|--|----------------------------|
| | Locational Knowledge |
| | Human & Physical Knowledge |

| | Learning Block One | Learning Block Two | Learning Block Three | Learning Block Four |
|------------|------------------------|--------------------|------------------------|---------------------|
| Year One | | Four Seasons | | Around the World |
| Year Two | Let's go to the Arctic | | Map Makers | |
| Year Three | | The Rainforest | | Investigating India |
| Year Four | Volcanoes | | Countries of the World | |
| Year Five | | Extreme Earth | | Natural Resources |
| Year Six | Local Area | | Exploring Scandinavia | |

EYFS

The teaching of History and Geography is practical, playful and inclusive with support and challenge from adults in class sessions, small groups and working with individuals. There is a combination of adult-led, teacher taught

Learning to live out our calling with compassion and love.

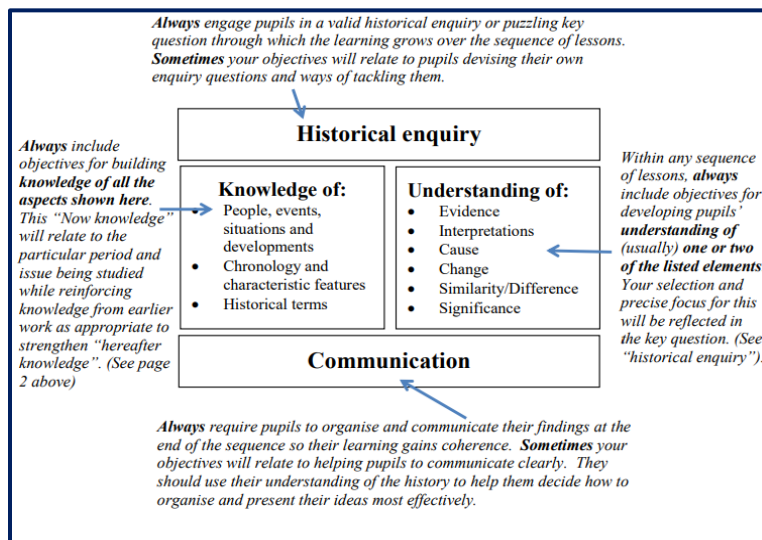
sessions as well as a wealth of stimulating continuous provision opportunities when adults scaffold learning through skillful interactions and questioning. Throughout all of these areas of learning and at the heart of our EYFS are the characteristics of effective learning (TBC).

Career Professional Development

We develop strong subject knowledge amongst all staff which is achieved through: comprehensive middle leadership development, a focus on developing all teachers' subject knowledge, historical and geographical pedagogy and the provision of high-quality planning resources. Links are made with Christ the King Catholic Collegiate to share resources and knowledge. CPD is delivered in conjunction with the History and Geography departments at Saint John Fisher.

Teaching Style

Excellent teaching, within St. Mary's Catholic Primary School, is based upon two key principles: research on the classroom practices of master teachers and research on cognitive supports to help pupils learn complex tasks. The child is encouraged to engage head, heart and hand, the 3 domains to learning are the emotional, the social and the cognitive. In addition to this, staff use an enquiry based approach with the use of a 'hook' to draw children into the lesson. We consider these enquiries/questions and allow the children to discuss them in depth. This allows them to challenge their own ideology and build greater recognition. Through such discussions, St. Mary's enhances the children's thinking and communication skills, boosts their self-esteem, and improves their academic attainment; focusing on the enquiries with lenses of critical, caring, collaborative and creative thinking. The children are comfortable with epistemic uncertainty because they understand that the dilemma is more important than being right.



Progression in Primary History, James Byrom

Knowledge Organisers

The knowledge organiser is the beating heart of each unit. The core content is itemised to clarify the key knowledge necessary to develop a sophisticated schema for each unit of work. Over the course of the years, these knowledge organisers ensure that all pupils become 'culturally literate' (Hirsch, 1987) and have the opportunity to engage in 'powerful knowledge' (Young, 2013). The knowledge organiser acts as a planning, teaching and assessment tool. It provides complete clarity to leaders, teachers, pupils and parents about what is expected to be learnt and remembered by the end of the lesson and the unit and in the long term.

Quizzing

The benefit of retrieval practice is one of the most robust findings in cognitive psychology (Roediger & Karpicke, 2006; Storm, Bjork & Storm, 2010). Low-stakes multiple choice quizzes are efficient, effective and motivating for pupils, whilst providing teachers with vital information about what pupils have misunderstood, and/or what they are struggling to remember. These questions can be easily recycled, utilising the spacing effect to ensure content is retained for the long term instead of being forgotten soon after the lesson or unit has ended. We believe that regular low stakes testing/quizzing helps and it is better if that testing is spaced or looped. We know that interleaving information - interrupting it with unrelated information but then coming back to its original focus of study - seems to be effective. It is more effective when it is interleaved with material that is in some way conceptually or thematically connected

Lesson Plans

Each unit consists of six or seven, carefully sequenced 'knowledge lessons', which can be contrasted with popular but ultimately less effective 'discovery-based' lessons described by Kirschner, Sweller and Clark (2006) as 'minimally guided instruction'. In line with findings from cognitive load theory (Baddeley & Hitch, 1974; Baddeley 1986; Rosenshine 2012; Sweller, 1988) lessons are chunked into small sessions of explicit teaching followed by regular opportunities for all children to think, apply and practice key skills and knowledge. Planning to situate children within stories in which they work through dilemma can be an extremely effective way of interleaving information. We can use the narrative to interrupt and reinforce the learning as well as deploy questions both in and out of role to practise retrieval. Opportunities for movement, like narrative, is also a way of children retaining information; most powerful when it is usefully combined with knowledge to aid conceptual understanding.

Flipcharts

Each lesson includes a slide show to support the teacher in delivering the content of the lessons clearly and precisely. The slides aid pupil memory by making effect of 'dual coding' (Paivio 1986; Mayer & Moreno, 2003). Dual coding can improve the absorption of new knowledge without increasing pupils' cognitive load, with the benefits of receiving explanations through both visual and auditory channels being well established in research literature.

Big Questions

At the end of each unit, pupils will answer a Big Question in which they are required to draw upon knowledge learned throughout the unit. This ensures that pupils are able to synthesise and elaborate on the knowledge that they have acquired throughout the unit, whilst also setting them up for success in secondary school. The ability to reason, argue, persuade and consider multiple perspectives are crucial but ultimately domain specific, and so each question allows these skills to be contextualised within the knowledge taught during the unit. Answering these questions strengthen the storage strength of the material learnt, whilst helping knowledge to move from inflexible status to being more flexible.

Cross Curricular

Wherever possible, the History and Geography Curriculums are enhanced by interweaving content through other subjects. To understand Britain today, pupils will have a secure understanding of how historical events and geographical processes have created the world and societies that we know today.

Impact

History

By the end of the curriculum, all pupils will have a coherent knowledge and understanding of Britain's past and that of the wider world. Children will have acquired the skills of being able to ask perceptive questions, think critically, consider evidence, sift arguments, and develop perspective and judgement.

This will be assessed through a multi-faceted approach including: half termly quizzes pre and post units of study, skillful questioning lesson by lesson, weekly retrieval practices, and summative disciplinary tasks such as answering the Big Question at the end of each unit. These will be moderated across year groups within the school as a form of summative assessment and means of ensuring progression throughout the curriculum. Leaders will monitor the quality and impact of the curriculum through regular pupil voice and assess the extent to which pupils know more and remember more.

Geography

By the end of the curriculum, all pupils will have a coherent geographical knowledge and understanding as well as a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. This will be assessed through a multi-faceted approach including; half termly quizzes pre and post units of study, skillful questioning lesson by lesson, weekly retrieval practices, and summative tasks such as answering the Big Question at the end of each unit. These will be moderated across year groups within the school as a form of summative assessment and means of ensuring progression throughout the curriculum. Leaders will monitor the quality and impact of the Geography Curriculum through regular pupil voice and assess the extent to which pupils know more and remember more.