

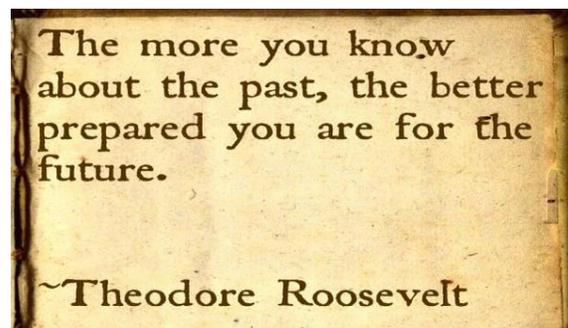
## **The Intent, Implementation and Impact of History and Geography at Fressingfield Primary School**

At Fressingfield, our History and Geography curriculum is planned to be fully inclusive for all our pupils. We teach the requirements of the National Curriculum for these subjects, providing a broad, balanced and differentiated curriculum and ensuring the progressive development of concepts, knowledge and skills. We enhance the NC by the addition of learning that is particular to our own history and geography in Fressingfield, the Waveney Valley, and wider still into East Anglia. The children enjoy and are enthusiastic about these subjects. Learning is assessed using the 'Not As We Know It' assessments and through monitoring of achievement of learning objectives. When interviewed to ascertain pupil perceptions of the subjects, it was very apparent that the teaching of history is enjoyed by the children. The quality of the planning, teaching and children's work has generally improved over the past three years and teachers have a better knowledge and understanding of the requirements, in order to provide a good quality learning experience for our pupils.

### **History**

#### **Intent**

We aim to provide a high quality history curriculum which inspires our pupils and fosters curiosity and fascination about Britain's past and the wider world. We are committed to developing children's understanding about the lives of people who lived before them, as well as teaching about our diverse society and how and why things change. We believe that children should love learning about history, not just through experiences in the classroom, but also by participating in educational trips and experience days. Our history curriculum will equip the children to ask insightful questions, think critically, weigh evidence from primary and secondary sources and draw conclusions.



#### **Implementation**

Our history teaching takes varied forms. From past pupil feedback, the children enjoy and learn best when they are engaged in practical learning experiences. To account for this there are many cross-curricular links, in particular with literacy, drama, art and DT. We also have fully immersive themed days, in KS1 and 2. We hold a Black History Day each year. We have based these on major historical characters (e.g. Rosa Parks, Martin Luther King), famous black artists (Harriet Powers, Faith Ringgold, Sonia Boyce) and black poets, which was linked to National Poetry Day (Benjamin Zephaniah, Grace Nichols, James Berry).

### **Impact**

We aim for the children to develop an enthusiasm for history, which they can develop into personal interests later in life. By the end of Year 6 children will have a chronological understanding of British History from the Stone Age to present day. They will have had multiple opportunities to identify bias and different points of view using various historical sources as well as developing their skills of leading their own lines of enquiry.

### **Geography**

#### **Intent**

We aim to provide a high quality geography curriculum which inspires our pupils and fosters in them a curiosity and fascination about the physical landscape and its inter-relationship with human beings in Britain and across the world. We are committed to developing children's understanding about their place in the world and how the landscape impacts on people's lives across the world and how people's activities impact upon the world.

The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.

— Barack Obama —

#### **Implementation**

The children enjoy and learn best when they are actively engaged in practical activities. Although learning from maps and atlases, accounts and research through a range of sources plays a part, there is no substitution for practical fieldwork in order to fully appreciate the landscape and activities that are affected by or impact upon land and water. The children are provided with opportunities for fieldwork, whenever appropriate, including visits to different environments such as the beach. In the EYFS, where we look at basic geographical features and activities (such as woodlands, forests and jungles; hills and mountains, seas, oceans and rivers; towns and farms) we begin to foster an appreciation of the landscape and the impact we can have upon it. As they move through the school, this is built upon through a range of topics related to physical and human geography, and children learn about topical aspects, such as global warming and changes in water level.

#### **Impact**

By the end of Key Stage 2, our children will have developed an ever-growing knowledge about the world in which they live. This will help them to deepen their understanding of physical and human processes and of the formation of and changing landscapes and environments. They will have begun to develop the skills they need to ask and explore questions in and about our ever-changing world in order to be able to play a full role in being a citizen of the world..