



GEOGRAPHY

POLICY

INTENT

At Wickersley Partnership Trust (primary) we aim to ensure our Geography curriculum is designed to sequence learning and embed the key skills that are required to develop curious students into competent Geographers.

We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it including their locality. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Geography through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of inquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

HOW WE INTEND TO REMOVE BARRIERS

In Geography we remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition.

Misconceptions do not go unchallenged and the supportive environment within each and every lesson ensures that students develop their own literacy and vocabulary.

LITERACY

Students are given many opportunities to read widely and often with students directed to geographical studies as well as researching independently. Pupils take part in learning opportunities with a range of contexts for reading and writing. These will develop from being supported to independent.

NUMERACY

Throughout each year of the curriculum data handling skills are sequenced to become more complex over time. This ensures students build on the fundamental aspects of each one and

develop their confidence and understanding.

ORACY

In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Staff challenge use of geographical language and will direct pupils towards the correct terminology when appropriate.

VOCABULARY

Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key geographical vocabulary is highlighted to the pupils and pupils are guided to use this in their work.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning in each and every lesson. Engaging starter activities help students to recall the key concepts of prior learning. Our aspiring geographers are presented with a variety of experiences and learning opportunities. They are challenged to think critically and form opinions.

The skills for learning process within the Geography curriculum both reinforces the key Geographical skills content and helps our students to know, remember and be able to do more at each stage of the curriculum.

Teacher assessment informs planning and progression within the curriculum.

HOW WE FOSTER PERSONAL ATTRIBUTES

In Geography our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with SCHOOL Way.

Geography exposes students to different cultures, languages and experiences that broaden their horizons and demand they think of themselves as members of a local, national and global society. We aspire for all our students to become avid Geographers who demonstrate empathy, tolerance, understanding, aspiration and respect so they are prepared to be active citizens in the local community and beyond.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

Geography is a curriculum that must go beyond the classroom. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. Geography is planned as part of cross curricular topics to support links in learning.

SUBJECT INTENT: We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it including their locality. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children’s interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.

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		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KEY LINES OF ENQUIRY	Democracy	Where do we live?	Who is in charge of the place we are studying?	Who is in charge of the place we are studying?	What kind of government does the place we are studying have?	What kind of government does the place we are studying have? How does that compare to Britain?	Is the place we are studying a democracy?	Is the place we are studying a democracy?
		I know where I live	I know the name of the person in charge of the country	I know who is in charge of the UK and where the government is based	I know how the country is ruled in	I know how.... is ruled and how that differs to rule of the British government	I know how a democracy functions and how some countries do not have democratic rule. I know how this differs to British Government and that of other democratic nations.	I understand how democratic rule affects society and how life differs for people living in countries where there is not democratic rule.
	Impact of Humans	What can we do to protect our planet?	How do we use natural resources? What are the natural and man-made features of the landscape we are studying? How can we look after our environment?	How do we use natural resources? What are the natural and man-made features of the landscape we are studying? How can we look after our environment? What different crops and resources do people grow and use in the place we are studying? What would it be like to live here?	How do people use natural resources to survive in the place we are studying? Types of settlement and land use. How can we look after our environment and why do we need to do this? How have humans changed the landscape we are studying? What problems are caused by pollution? What steps are being used to protect the environment in the UK? What is sustainable energy? Why is it important?	How do people use natural resources to survive in the place we are studying? Types of settlement and land use. How can we look after our environment and why do we need to do this? How have humans changed the landscape we are studying? What problems are caused by pollution? What steps are being used to protect the environment in the UK? What is sustainable energy? Why is it important?	How do people use natural resources to survive in the place we are studying? Trade Links, distribution of natural resources. How can we look after our environment and why do we need to do this? What are the consequences if we do/don't do this? What are the consequences of human activity for our planet? What will be the effects of climate change? Why do people continue to damage the environment? How can we reduce our impact as individuals and communities?	How do people use natural resources to survive in the place we are studying? Trade Links, distribution of natural resources. How can we look after our environment and why do we need to do this? What are the consequences if we do/don't do this? What are the consequences of human activity for our planet? What will be the effects of climate change? Why do people continue to damage the environment? How can we reduce our impact as individuals and communities?
		I know that we have to look after the planet and can name 1 way I can help	I can identify natural and man-made features of the landscape such as field, beach, cliff, coast, forest, hill, mountain, sea, roads, buildings etc. I know why we have to look after the planet and can name 3 ways I can help.	I can identify natural and man-made features of the landscape and say how they are similar or different. I know how humans change the environment for the benefit of people, such as growing different crops. I know how human activity is having a negative impact on the planet and can explain actions which can change this. I can compare where I live with a place I am studying.	I know how humans have influenced the area we are studying and how they change the landscape for human benefit. I know how human activity is having a negative impact on the planet and can explain actions which can change this. I can relate this to the local area and to areas studied. I know that some of these changes cause pollution and can explain how this pollution impacts. I can identify different forms of energy source and know which are sustainable. I know 3 ways the UK is protecting the environment.	I know that humans exploit the natural resources in the environment in different ways and that some of these ways are more sustainable than others. I know that human activity changes the physical features of the landscape and can identify some of these features in the area being studied. I understand the problems pollution cause for all living things and how the government of the country being studied causes or manages its environmental impact.	I know how the country being studied uses it's natural resources and how these resources are traded with other countries. I know the measures in place locally, nationally and globally to protect the environment and can explain the long term consequences if these measures are not effective/implemented. I can explain how climate change will impact the planet. I understand my personal responsibilities to reduce my negative impact on the environment.	I know that economic exploitation of the natural resources in the environment has more of a negative impact than that which is for human sustenance. I can identify where human activity has changed the landscape and am aware of ways humans have attempted to counteract this with varying degrees of success. I understand the problems pollution causes in the developing and future world and how governments work together to manage this. I understand my role as a member of the global community to address the issues caused by human exploitation of the planet.
	Equality and fairness	Is it fair that?	Does everyone live in the same kinds of houses in the place we are studying?	Does everyone live in the same kinds of houses in the place we are studying?	Are people treated fairly in the place we are studying? What is fair trade?	Are people treated fairly in the place we are studying? What is fair trade?	Why do people migrate? What is the impact of immigration/emigration? Why are people treated unfairly in the place we are studying? How have human rights changed and developed over time in the place we are studying?	Why do people migrate? What is the impact of immigration/emigration? Why are people treated unfairly in the place we are studying? How have human rights changed and developed over time in the place we are studying?
		I can talk about why something is fair	I know that there are many different types of houses and that some look very different, both inside and out.	I know that there are rich and poor in every country and the facilities they have in their houses and in the areas they live vary greatly.	"I know if people in the country we are studying are treated fairly as members of the community (both as children and as adult workers) I know what fair trade is and can give examples of fair trade products"	I know how Fair Trade helps communities and why people should try to make an ethical choice when shopping if possible. I know the consequences for workers and their families when Fair Trade standards are not met.	I know that people migrate for economic reasons and for reasons of personal safety. I know that both immigration and emigration have positive and negative impacts on communities. I know that some people are forced to leave their homes as a result of war or persecution and that this is different to economic migrants. I can explain how the country being studied respects or abuses human rights.	I can explain how economic migration benefits the counties receiving immigrants and how countries which respect human rights have a legal responsibility to support those fleeing persecution. I know some countries currently are treating groups of people unfairly and how other countries and organisations are influencing change.
	Significant Person	Who is?	Who is ?	Who is ?	Who was...? Why were they important?	Who was...? Why were they important?	Who was...? Why were they important and what impact did they have?	Who was...? Why were they important and what impact did they have?
		I know who ... was	I know who ... is/was and say where they lived	I know who ... is/was, where and when they lived and know 3 thing they did	I know who ... is/was, where and when they lived and can say what they achieved.	I know who ... is/was, where and when they lived and can say how they are important in the field of geography	I know who ... is/was, where and when they lived and can say how they contributed to our understanding of human/physical geography	I know who ... is/was, where and when they lived and can say why they were important in the field of human and physical geography, how they are/were viewed by the government and how their actions have impacted locally and globally..

SKILLS	Human and Physical	I can ask and answer geographical questions such as- What is this place like?	I can ask and answer geographical questions such as- What / who will I see in this place? What do people do in this place? What would it be like to live here? I can suggest ways of looking after the environment.	I can ask and answer geographical questions such as- What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here? I can suggest ways of looking after the environment.	I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world. I can describe how people use natural resources to survive.	I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world. I can compare how people use natural resources to survive.	I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.	I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.
	Maps	I can follow a simple map. I can use a simple key	I can locate countries and capital cities on a UK map. I can locate the seas surrounding the United Kingdom on a UK map. I can devise a simple map; and use and construct basic symbols in a key	I can locate countries and capital cities of the UK on a world map, atlas or globe. I can locate the seas surrounding the United Kingdom on a world map, atlas or globe. I can devise a simple map; and use and construct basic symbols in a key	I can locate the world's continents and oceans on a given map I can locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on a given map. I can locate counties and cities of the United Kingdom and identify their characteristics including hills, mountains, cities, rivers, key topographical features and land-use patterns. I can use a range of sources such as maps, diagrams, globes, aerial photographs and GIS	"I can locate the world's continents and oceans on a world map, atlas or globe. I can locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on a world map, atlas or globe. I can locate counties and cities of the United Kingdom and identify their characteristics including hills, mountains, cities, rivers, key topographical features and land-use patterns. I can use a range of sources such as maps, diagrams, globes, aerial photographs and GIS	I can locate countries of Europe and their capital city. I can compare the characteristics of different and understand how some of these aspects have changed over time.	I can name and locate countries of Europe and their capital city on a world map, atlas or globe. I can compare the characteristics of different and understand how some of these aspects have changed over time.
	Compass		I can use compass directions and locational language (N,E,S,W)	I can use compass directions and locational language (N,E,S,W)	I can use 8 points of a compass to locate places	I can use 8 points of a compass to locate places	I can use 8 points of a compass to describe routes and when giving directions.	I can use 8 points of a compass to describe routes and when giving directions.
	Fieldwork	I can study the area around me and find some of the key features	I can use simple fieldwork and observational skills to study the geography of school and it's grounds and key features of it's surrounding areas.	I can use simple fieldwork and observational skills to study the geography of school and it's grounds and key features of it's surrounding areas.	I can collect, analyse and communicate a range of data gathered through fieldwork	I can collect, analyse and communicate a range of data gathered through fieldwork	I can use field work to observe, measure, record and present human and physical features in a local area, using a range of methods.	I can use field work to observe, measure, record and present human and physical features in a local area, using a range of methods.



HISTORY POLICY

INTENT

At WPT we believe that every child has the right to access a creative and inspiring History curriculum.

We strive to build critical and reflective thinking in our children through first hand, real life history opportunities whenever possible. These experiences are deeply embedded within the strong skills and knowledge content, driven by our key lines of enquiry such as democracy, the impact of humans and equality.

We need our children to progress through school knowing all that has gone before them, the battles people have fought, the strength of leaders, knowledge of discriminated and persecuted groups such as women and people of colour and through this, gain the compassion to build a better future.

HOW WE INTEND TO REMOVE BARRIERS

LITERACY

Students are exposed to reading through source material for historical context, involving skim reading and contextualising with their historical knowledge. A wide range of books and interactive resources has been made available to all History pupils to support them in reading widely and often outside of the classroom. Literacy misconceptions do not go unchallenged and work is regularly checked for literacy errors allowing pupils to grow in confidence within literacy and access the skills required to be a more able historian.

NUMERACY

Students work chronologically to create timelines and order events.

In KS2 there is some data handling within History through the use of graphs and charts in historical sources.

ORACY

The reading we do within History develops pupils oracy skills as the range of historical sources is vast and students are encouraged to discuss the sources and make inferences from them. Students are expected to present their findings verbally through presentations.

VOCABULARY

Students are given key vocabulary through the use of glossaries, key words in lessons as well as knowledge organisers where appropriate. The reading we do within History develops pupils vocabulary skills as the range of historical sources is vast and students are encouraged to discuss the sources and make inferences from them using key vocabulary.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning and each and every lesson. They will develop recall (what key history facts do we want our children to know). This will lead onto interpretation (can they answer the key questions and explain their thought process). Pupils will then begin to compare periods of history to make links (analysis). We strive to develop critical thinking/divergent thinking, our pupils can explain and think deeply about key events and people in history and their impact of life today. Finally the children will gather their ideas together cohesively and evaluate.

HOW WE FOSTER PERSONAL ATTRIBUTES

In History our curriculum intent embodies that of the school. We are committed to ensuring students have exposure to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility with the SCHOOL way.

History allows students to look at events from our past to help us shape our future. This is done at a local, national and international context, facilitating students' adoption of pride in local and national communities. We aspire for all our students to become avid Historians who demonstrate empathy, tolerance, understanding, aspiration and respect so they are prepared to be active citizens in the local community and beyond.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

History is a subject that must go beyond the classroom. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. History is planned as part of cross curricular topics to support links in learning.

Every child at WPT will leave Primary School with a wealth of both History skills and History knowledge that will lead them forward to whatever future they choose.

SUBJECT INTENT: We believe History will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We believe children should have an understanding of significant people and be able to recognise how the past shapes our future. We aim for it to inspire pupils’ curiosity about the past and to know more about the past. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of History, common phenomena are identified and discussed. We aim to support pupils to critically analyse different sources of information so that they are able to learn about human achievements and experiences from the past in order to see how these impact upon the world we live in both today and in the future. Clear enquiry questions based around significant comparative elements, shape the learning so that pupils can easily make links from one era to another.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach History through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of enquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KEY LINES OF ENQUIRY	Democracy	Who was...?	Who was in charge?	Who was in charge?	Who was in charge and how did they rule the country?	Who was in charge and how did they rule the country?	Who was in charge, how did they rule the country and what impact did they have?	Who was in charge, how did they rule the country and what impact did they have?
		I know who ...was.	I know who ...was. I know when they lived	I know who ...was. I know where and when they lived and why they were important	I know who was and can explain the basic facts about their life.	I know who ... was, where and when they were in charge and can explain how they ruled the country	I know who... was, how they ruled the country and how this impacted on the general public.	I know who... was, can explain how they ruled the country and how this compared to the rule of other leaders in other times/places.
	Impact of Humans	What was homelife like in your parent/ grandparents lifetime?	What was homelife like in...? What conflicts happened in...?	What was homelife like in...? What conflicts happened in...?	What was homelife like in And how does it compare to...? What conflicts happened in...and why?	What was homelife like in And how does it compare to...? What conflicts happened in...and why?	What was the impact of...? On life then/today? What conflicts happened in.... and why? ...and the impact of this on....?	What was the impact of...? On life then/today? What conflicts happened in.... and why? ...and the impact of this on....?
		I know how homelife has changed in living memory.	I know how homelife has changed in living memory and can compare these changes to home life today	I know how homelife has changed and can link these changes to a specific time period.	I know how life changed over time, and can make comparisons and links to periods previously studied. I can explain 3 key facts about a specific conflict studied.	I know how life changed over time, and can make comparisons and links to periods previously studied. I can explain 3 key facts about a specific conflict studied and explain why the conflict happened.	I know how... impacted on and can make comparisons and links to periods previously studied. I know key causes and consequences of conflict and how this impacted on the country.	I know how... impacted on and can make comparisons and links to periods previously studied and current events. I know key causes and consequences of conflict and how this impacted on the countries involved.
	Equality and fairness	Is it fair...?	Is it fair...?	Is it fair...?	Is it fair...?	Is it fair...?	Is it fair...?	Is it fair...?
		I can say if something is fair	I can explain why ... was fair or not fair for children in the past.	I can explain why (a specific event) was fair or not fair in the past.	I know how people lived in period and how and why the lives of certain groups of people were unequal	I know how people lived in period and how and why the lives of certain groups of people were unequal . I know that campaigned to make life more equal.	I can explain how...caused inequality or equality and how society changed as a result.	I can explain how...caused inequality or equality and how society changed as a result. I can make links between equality issues in different periods and locations and how they relate to... equality issue today.
	Significant Person	Who was...?	Who was....?	Who was....?	Who was... and why were they important?	Who was...and why were they important?	Who was...? Why were they important and what impact did they have ?	Who was...? Why were they important and what impact did they have ?
		I know who ... was	I know who ... was and say when they lived	I know who ... was, when they lived and know 3 thing they did	I know who ... was, when they lived and can say why they are important	I know who ... was, when they lived and can say why they were important at the time and today	I know who ... was, when they lived and can say why they were important at the time and how they influence today.	I know who ... was, when they lived and can say why they were important at the time, how they were viewed by the government and how their actions have impacted on society today.

SKILLS	Chronology	I can use words and phrases relating to time	I can place events and artefacts in order on a timeline and use the correct historical language	I can place events and artefacts in date order on a timeline and use the correct historical language	I can place key events on a timeline using precise dates	I can place historical events (and specific dates) in chronological order on a timeline	I can place historical events (using dates) in chronological order on a timeline in relation to prior events that we have studied	I can place historical events (using dates) in chronological order on a timeline making links to events we have studied
	Communication	I can describe special events	I can use historical language	I begin to use more precise historical language	I can use appropriate historical vocabulary to communicate my ideas/ knowledge	I can use dates and historical terms to describe and explain historical events	I can use a range of skills (including literacy, numeracy and computing) to communicate comparisons from different historical periods	I can choose how to communicate comparisons from different historical periods
	Sources	I can begin to use a source	I can begin to use different sources to find out about the past and identify the ways the past is represented	I can use a wider variety of different sources to find out about the past and identify the ways the past is represented and begin to present them in different ways	I can use a wide variety of different sources to find out facts and present them in a variety of different ways	I can use a range of historical sources and evidence to gain a more accurate understanding of history	I can select and use the most appropriate source of evidence to gather information	I can select and use the most appropriate source of evidence to gather information and recognise bias
	Vocabulary	I can talk about the past	I can communicate about historical events and significant people from the past	I can communicate about historical events and significant people from the past and begin to present them in different ways	I can use a range of different skills to communicate information about the past	I can use a range of skills (including literacy, numeracy and computing) to communicate information about the past	I can use dates and historical terms to critically analyse historical events	I can use dates and abstract historical terms to critically analyse historical events
	Using Questions	I can ask questions about my families routines and traditions	I can ask and answer questions about the past	I can ask and answer questions about the past and begin to use evidence to back it up	I can use evidence to ask questions and find answers to questions about the past	I can ask questions and use a greater variety of evidence to find answers to questions about the past	I can make assumptions and ask questions about historical periods based on evidence	I can make assumptions and ask questions about historical periods based on evidence