

Clee Hill Knowledge and Understanding of the World Policy

September 2019

Review: September 2022

At Clee Hill Community Academy, we believe that it is important for all of our children to have an understanding of key historical events and to show an awareness of the world. At our school we teach a thematic approach of Geography and History ensuring that by the time children leave Key Stage 2 they have a broad understanding of both physical and human geography and key events and dates throughout both British and world history.

Growth Mindset

We are a 'Growth Mindset' school so we encourage all children to be active learners and to persevere with challenging tasks. This lends itself well with Geography and History studies as children are encouraged to:

- Be curious/enjoy learning - Being motivated, curious and show self-belief.
- Have a go/co-operate - Taking opportunities to learn with and from others and showing flexibility in their learning.
- Don't give up/concentrate - perseveres with difficult tasks, adopting various learning styles.
- Keep improving - Reflecting on their work and look back over work and check for improvements.

To encourage collaborative working in Geography and History, children often complete work in pairs or small groups. We use class 'big books' to present children's work.

Breadth and Balance of Geography and History

The skills and breadth of study for geography and history are based on the National Curriculum 2014 programmes of study. In the Foundation Stage, geography and history learning is developed within the Understanding of the World strand of 4 Development Matters. In Key Stage 1 and 2 it is taught in blocked units as a 2 year rolling programme. Cross curricular links are identified so that the children can enjoy making links, drawing up on prior learning and applying prior knowledge to lessons and activities.

Cross-Curricular Reading

At Clee Hill, we find regular opportunities for children to read and research information, whether this is reading nonfiction books or researching on the Internet. Geography and History provide excellent opportunities for this and children are encouraged to read from a range of sources to find relevant information. In addition to this, we 'travel' around the world each year with our Reading miles we earn. Every half term, children at Clee Hill Community Academy visit a different country learning all about the culture of that country.



Geography Expectations

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem solving skills both inside and outside the classroom.

Teachers are responsible for the implementation of geography effectively and to assist pupils to:

- Develop skills which enable them to develop their knowledge and understanding of places
- Undertake geographical enquiry both inside and outside the classroom
- Develop an understanding of the patterns and physical and human processes which enable us to make a sense of place
- Develop knowledge and understanding of environmental change and sustainable development
- Develop a sense of their own identity and place in their local environment as well as in the world

At the end of the foundation stage, all children will:

- Be aware of different countries around the world
- Understand the different localities around the World (seaside, desert, forest)

By the end of Key Stage 1, we expect all children will:

- Begin to use atlases to name and locate the World's 7 continents and 5 oceans.
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
- Understand the similarities and differences between Clee Hill and the surrounding area with a contrasting non-EU country.
- Identify different weather patterns in the UK and the location of hot and cold areas in relation to the North and South Poles
- Use geographical terminology including beach, mountain, season and weather.

- Begin to use maps and simple compass directions to describe the locations and routes on a map.

Upon completion of Key Stage 2, all children at Clee Hill Community Academy are expected to be able to:

- Locate the key countries of the world using maps to focus on Europe and North and South America identifying major cities and key physical and human characteristics.
- Name and locate counties and cities of the UK and describe their human and physical features explaining how these have changed over time (mountains, coasts and rivers).
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- compare Clee Hill with a contrasting locality in the UK, another in Europe and another in North or South America.
- Understand and use key terminology including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Explain different settlements with relation to land use, trade links and how natural resources are distributed.
- Use 8 points of a compass and 6-figure grid references (including Ordnance Survey maps).
- 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

History Expectations

History fires pupils' curiosity about the past and the wider world. Children will consider how the past can influence the present as well as the future. It develops a chronological framework for children's knowledge of significant events and people.

Teachers are responsible for the implementation of history effectively and to assist pupils to:

- Develop chronological understanding of periods of time
- Increase knowledge and understanding of key events
- Know about famous people who have influenced the course of history
- Recognise that the past is represented and interpreted in different ways
- Be able to use a range of sources to select and record relevant information
- Develop a range of skills necessary to communicate their knowledge and understanding.

At the end of the foundation stage, all children will

- understand their own family history
- be aware of the similarities and differences between old and modern toys.

By the end of Key Stage 1, we expect all children to be able to:

- know about the lives of significant people throughout History including Thomas Edison, Alexander Graham Bell and Mary Seacole
- be aware of historical events both within living memory and out of living memory such as the Great Fire of London.
- Understand the differences between how people lived in the past and how they live now.

Upon completion of Key Stage 2, all children at Clee Hill Community Academy are expected to be able to:

- Develop a sense of chronology
- Understand the local history of Clee Hill and the Quarry
- Understand changes in Britain from the Stone Age to the Iron Ages and how the Romans, Anglo Saxons and the Vikings lived.
- Understand ancient civilisations from outside the UK (Ancient Greeks)
- Understand how Britain changed during the 19th and 20th century including the Victorians and the Industrial Revolution and understand the impact of both world wars.

The role and responsibility of the subject leader

The subject leader is responsible for the maintenance and development of geography and history throughout the school ensuring quality and raised standards in the subjects by:

- Playing an active role in the development of history and geography
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils work (book scrutinies), pupil's views on the subject, displays, teacher's planning and informal lesson participation/observations.
- Developing the action plan for geography and history skills
- Auditing, ordering and replacing resources
- Attending relevant training