

Holy Trinity C of E Primary School School Improvement 2021-22

Subject	History and Geography
Staff	Kate Ridley and Miss Horsley

Strategic Subject Intent	Intended Impact
<p>To undertake a year-long project to review and improve the quality of curriculum offered for all children, focusing on intent, implementation and impact, enabling pupils to remember the content they have been taught and to integrate new knowledge into larger concepts.</p> <p>To embed coherent, chronological knowledge of significant people, events and countries that have shaped world history, developed through the use of a range of historical sources.</p> <p>To inspire learners' curiosity and fascination of the world and its people; equipping children with grounded/deep understanding, geographical skills and knowledge of subject specific vocabulary, developed through the use of a range of geographical sources.</p> <p>To increase knowledge of curriculum vocabulary and ensure that children remember and use a wider vocabulary base.</p> <p>To develop geographical skills and use of sources to support learning and understanding. To develop understanding of the locality and fieldwork skills.</p>	<ul style="list-style-type: none"> - Children will show awareness and curiosity for the wonder of the geographical and historical world around them. - Children in KS1 will continue to develop a coherent and chronological knowledge and understanding of significant people, events and countries that have shaped British History following the new curriculum developed by coordinators. - Children in KS2 will continue to develop a coherent and chronological knowledge and understanding of significant people, events and countries that have shaped British and World History following the new curriculum developed by coordinators. - Throughout KS1 and KS2, children will have an increased knowledge of the locality of Seaton Carew. - Children will have an understanding of fieldwork within Geography. - Children will have the confidence to use a range of historical sources to suggest ideas, build evidence and deepen their understanding of historical vocabulary and concepts within lessons. - Children will have the confidence to use a range of geographical sources to develop a deep understanding of geographical concepts and subject-specific vocabulary. - Children continue apply their subject-specific vocabulary when reading and writing (geographical and historical literacy). - An improvement in children's cultural capital through experiences such as short stories from the History Through Stories book, trips, WOW days, visitors, exploring the local area etc. -

Subject Implementation	RAG			Comments						
	Autumn	Spring	Summer							
<p>To develop the use of fieldwork within Geography – linking this to the local area of Seaton Carew and concepts</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td colspan="2" style="text-align: center;">Geography Concepts</td> </tr> <tr> <td style="background-color: #ff0000; color: white; text-align: center;">Planning and Decision Making</td> <td style="background-color: #ff00ff; color: white; text-align: center;">Cause and Effect</td> </tr> <tr> <td style="background-color: #ffa500; color: white; text-align: center;">Change</td> <td style="background-color: #90ee90; color: white; text-align: center;">Location and Place</td> </tr> </table>	Geography Concepts		Planning and Decision Making	Cause and Effect	Change	Location and Place				<p>Autumn- Y3 trip. Y3 planning followed an enquiry process – asking questions, gathering data, making comparisons, using virtual maps and historical maps.</p> <p>Summer book scrutiny shows some fieldwork being completed.</p>
Geography Concepts										
Planning and Decision Making	Cause and Effect									
Change	Location and Place									

<p>To increase the use of the immediate school locality (e.g. coast) across History and Geography (Year 1: Where do I live? Year 2: Is everywhere in the world the same? Year 3: How is my town different to a city? Year 4: What makes up the North East? Year 5: What are the different areas of our world?) opportunities for fieldwork. Create links and ideas for staff.</p>				<p>Y3 planned a trip to the sea front, due to staff shortages this was virtual instead. Y3 used the locality for Science (rocks topic). Y1 – nature walk around school. Y4 fieldwork in local area, YN trip to beach, Y3 trip to Saltholme. Y5 visit to sea front for links with art.</p>
<p>Develop History resources in EYFS and link to new curriculum – learning about the past</p>				<p>Autumn – EYFS has been mapped out against key topics and in discussion about vocabulary.</p>
<p>Create ‘Planning and Decision Making’ outcomes for Year 6 and link to local area Geography concepts (Location and Place)</p>				<p>Autumn – BM & DH created over the summer – available on server with resources (creative frames) as possible activities.</p>
<p>Map a diverse curriculum, starting with History and Geography and possibly progress into the wider curriculum such as RE, settings of class novels etc.</p>				<p>Unable to complete.</p>
<p>To continue to implement the new curriculum across school and support staff where outcomes have been modified. Recap on concepts for History and Geography. Map gaps from lockdown and cater for this with adapted long-term plan. Focus on significance in History. Ensure staff are aware of resources available to teach to support concepts. Do staff think particular concepts are harder to teach than others? Do staff feel children find some concepts harder than others to learn about or meet expectations of?</p>				<p>Autumn - Gaps due to lockdown on document. Staff made aware of resources on server – notes on how to use – time line example also given to KS2 with notes on how to use and email to whole staff about support. Significance – focused on significant person for BHM</p>
<p>Funding & Resources</p>	<p>Cost (Time & Money)</p>		<p>Links to Academy Council</p>	
<p>Each class has been ordered and provided with ‘A Street Through Time’ book. This is to be displayed near their History display for children to access as a ‘reading for pleasure’ book. It can also be used to supplement history lessons where appropriate and to support staff knowledge.</p> <p>More artefacts have been ordered to support the Victorians, Mayans and Ancient Greek topics.</p> <p>Classes have been provided with cultural story books to display near their Geography display or in their classroom library as a ‘reading for pleasure’ book. This is to support children’s knowledge of the world around them and how lives and places are different around the world.</p>				
<p>Evaluation</p>				
<ul style="list-style-type: none"> - Use of artefacts has had a positive impact on children’s experiences in history and supported with aspects such as vocabulary and how to think like a historian; more artefacts have been ordered in Summer term (Romans, Mayans, Ancient Greece, Victorians) - New Atlases have allowed children to access up to date world knowledge. 				

- All classes have a street through time books as of Summer term. Children and staff have enjoyed looking through these to support staff CPD as well as children's knowledge and understanding. Geography based books have been ordered to be displayed in each class YR-Y6 such as 'One Day, One Life' by National Geographic.