



**Buckingham Park**  
Church of England Primary School  
Excellence, through God who strengthens us

Jubilee Square, Buckingham Park.  
Aylesbury, Buckinghamshire. HP19 9DZ

**Email:** [office@buckinghampark.org](mailto:office@buckinghampark.org)

**Web:** [www.buckinghampark.org](http://www.buckinghampark.org)

# School Policy Document

## History & Geography

### Policy

**Date Adopted by Full Governing board:**

**Last reviewed on:**

[Click here to enter a date.](#)

**Next review due by:**

[Click here to enter a date.](#)

## 1. BACKGROUND

At Buckingham Park Church of England Primary School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built on a clear Christian foundation and rooted in Christian values. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.

All school policies are therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a set of values that are based on Jesus' Sermon on the Mount. These are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. These values are displayed below and permeate everything we do:

We are kind, helpful and polite  
We do our best  
We are honest  
We share  
We are peacemakers  
We forgive others  
We take care of everything, and everyone

## SEND STATEMENT

At Buckingham Park C of E School, we value, nurture and celebrate the skills and talents of every child.

Our curriculum is aspirational, vibrant, engaging and inclusive. We strive to enable all children to do their best and optimise their potential through quality first teaching, careful planning- in line with developmental stage and interests of cohorts, removal of barriers in accessing the curriculum e.g., writing frames, visual prompts, adapted resources and alternative methods of recording.

The careful planning and learning opportunities are designed to reduce, and ultimately remove, gaps between disadvantaged and vulnerable learners and their peers. Our commitment to engaging, inspiring and equipping all learners is at the heart of our curriculum intent and fosters the implementation of our curriculum and the development of skills, in both academic and non-academic subjects equally, ensuring equality of opportunity and a broad and balanced provision- for all learners- in a holistic and personalised way.

Careful consideration is afforded to the broad and diverse offer interwoven throughout our curriculum to reflect our multi-cultural, multi faith school community and so that quality, first-hand experiences are presented in a multitude of ways enabling full participation and maximum engagement. All educational visits are risk assessed and planned, so that every child may access and enjoy these educational opportunities, capitalising on enriching and memorable experiences.

At Buckingham Park School we endeavor to instill a love of learning, for life.

## **INTENT**

Our Geography curriculum is designed to develop children's curiosity and fascination about the world. Children investigate a range of places and their locations in KS1 – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human features. We are committed to providing children with opportunities to investigate of our local area so that they can develop of real sense of who they are, where they live and what makes our local area unique and special. We also develop the children's ability to apply geographical skills and fieldwork to enable them to confidently interpret and communicate their findings and geographical understanding.

*We want pupils to be geographers who have:*

- *An excellent knowledge of where places are and what they are like.*
- *An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.*
- *An extensive base of geographical knowledge and vocabulary.*
- *Fluency in complex, geographical enquiry*
- *Highly developed and frequently utilised fieldwork and other geographical skills and techniques.*
- *The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.*

Our history curriculum is designed to inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically. We aim to develop historical knowledge and skills which are transferable to whatever period of history is being studied and will equip children for future learning.

*We want pupils to be historians who have:*

- *An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.*
- *The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.*
- *The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.*
- *The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.*
- *A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.*
- *A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.*
- *A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.*

For the children in Early Years Foundation Stage, we intend for them to know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They should know that other children have different likes and dislikes and that they may be good at different things. They will understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. They will talk about the features of their own immediate environment and how environments might vary from one to another. They should make observations of animals and plants and explain why some things occur, and talk about changes.

## **IMPLEMENTATION**

At Buckingham Park C of E Primary School we deliver History and Geography as an integral part of our topic-based learning, where each national curriculum objective is matched one or more of our Big Questions. Some areas of the curriculum are visited more than once, but skills and knowledge are built upon in order to consolidate and extend pupil's understanding.

When constructing the curriculum, consideration was given to ensure an ambitious curriculum with the knowledge and cultural capital pupils need to succeed in life. Within the boundaries of the National Curriculum, historical events and people and geographical locations have been chosen to represent the diverse world in which we live. The curriculum is enriched by celebrating local and national events throughout the year which enhance historical and geographical learning.

Geography lessons include opportunities to:

- Investigate places
- Investigate patterns
- Communicate geographically

History lessons include opportunities to:

- Investigate and interpret the past
- Build an overview of world history

Both the geography and history curriculum has been mapped out to ensure a progression of knowledge and skills throughout a child's time at Buckingham Park. This ensures appropriate coverage and makes it clear to teachers exactly what to teach pupils and when (in terms of year groups).

### **Early Years**

In the Early Years Foundation Stage, we teach History and Geography as an integral part of the topic work covered during the year. History and geography relate to the learning objectives within Development Matters - knowledge and understanding of the world. The learning takes place through continuous provision throughout the setting, both indoors and outdoors.

### **Geography in EYFS**

In Early Years, we capitalise on children's fascination and interest in their surroundings through our work in the specific area of Understanding the World in which they live. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.

- We encourage an appreciation of the natural world and recognising its similarities and differences
- We foster a sense of awe and wonder about the world in which they live
- We develop an appreciation of other people, their communities and their traditions
- We enhance children's sense of responsibility for the care of their own environment and the impact it has on the whole world.

The most relevant statements for Geography are taken from the following areas of learning:

- Understanding the World
- Communication & Language
- Personal, Social & Emotional Development

An outline of topics and skills is shown here:

My Community	My Country	The World	People	Environment
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<p>-I know that I live in Aylesbury, Buckinghamshire</p> <p>-I can talk about travelling and how to get around (bus to town, car, train station)</p> <p>-I can explain/discuss familiar places (local community, St James' Bierton, town centre)</p>	<p>-I know I live in the United Kingdom</p> <p>-I can talk about places I've been and where my family is from</p>	<p>-I can name some other countries in the World</p> <p>-I can talk about different features that other countries may have (eg. New York has the Statue of Liberty, Canada has snow capped mountains)</p> <p>-I know that people in different countries may have different customs, traditions and celebrations</p>	<p>-I know people have different beliefs, customs, traditions, and celebrations in their countries</p>	<p>-I can talk about different types of weather</p> <p>- I know there are 4 seasons</p> <p>-I know how to look after the planet</p> <p>-I can help look after the planet and encourage others to do as well</p>
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### History in EYFS

In Early Years, we develop a chronological framework to help children understand where they and significant people and events sit in time by:

- Capitalising on children's desire to make sense of their own place in history
- Exploring the lives of people who are familiar to them comparing similarities and differences
- Introducing them to well-known historical figures and events both within and beyond living memory
- Cultivating children's curiosity about people and events within and beyond their living memory
- Exploring historical information and artefacts to ask questions and draw conclusions

The most relevant statements for History are taken from the following areas of learning:

- Understanding the World
- Communication & Language
- Personal, Social & Emotional Development

An outline of topics and skills is shown here:

Passing of Time	Sense of Identity	Historical Figures and Events
<ul style="list-style-type: none"> <li>• We will be talking about members of our family and community.</li> <li>• Visits to the care home and understanding about growing older</li> <li>• To know about passage of time</li> <li>• To discuss annual events (eg. Birthday, Christmas, Diwali, Eid)</li> <li>• To order chronological events (such as the life cycle of a human, or caterpillar)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning to recognise similarities and differences between themselves and peers, understanding how we all have different needs.</li> <li>• Learning about different cultures, beliefs and religions through our Reflect sessions and Celebrations topic</li> <li>• Learning to be part of the Buckingham Park Community through learning values</li> <li>• I know my past and can</li> </ul>	<ul style="list-style-type: none"> <li>• Bonfire Night</li> <li>• Diwali and the story of Rama and Sita</li> <li>• Learning the Nativity Story</li> <li>• About significant events and people in the past</li> <li>• To know that historical people and events have a significant place in our history</li> </ul>

	discuss my family make up <ul style="list-style-type: none"> <li>• I can talk about when I was born and other significant events in my life</li> <li>• I know things were different in the past than they are now</li> </ul>	
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## Curriculum Y1 – Y6

<b><u>Year 1</u></b>		
<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>How different are the countries of the United Kingdom from each other?</u></b>	<b><u>What makes a person inspiring?</u></b>	<b><u>Which transport has most changed the world?</u></b>
<b><u>Year 2</u></b>		
<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>Autumn 1: Kenya</u></b> <b><u>How does life in Kenya compare to life in the UK?</u></b> <b><u>Autumn 2: The World</u></b> <b><u>Hot or cold? Where in the world would you like to live?</u></b>	<b><u>Why is it important to explore?</u></b>	<b><u>How did the Great Fire change London?</u></b>
<b><u>Year 3</u></b>		
<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>Stone Age – Iron Age</u></b> <b><u>Which of these ages is the most important?</u></b>	<b><u>Escape to the Countryside</u></b> <b><u>How did children cope with being relocated?</u></b>	<b><u>Why is Ancient Egypt a fascination for people today?</u></b>
<b><u>Year 4</u></b>		
<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>What is the legacy of Ancient Greece?</u></b>	<b><u>How does Italy compare, geographically, to England?</u></b>	<b><u>What was the impact of the Roman Empire on Britain?</u></b>
<b><u>Year 5</u></b>		
<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>What would be different in the UK without the Vikings?</u></b>	<b><u>How does England compare to the countries of North America?</u></b>	<b><u>What would life be like today without the Maya civilisation?</u></b>
<b><u>Year 6</u></b>		
<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>Is it important to save the Rainforest?</u></b>	<b><u>What makes a good ruler?</u></b>	<b><u>How did WWII change the world?</u></b>

History and Geography are taught through a cross-curricular approach to support either topic work or other curriculum areas. We plan by including incremental small steps building towards an end point. This means that in KS1 each lesson relates to the next so that pupils can clearly see their sequence of learning and how what they learnt yesterday has helped them today. Within the schemes of work, opportunities for the revision

of facts and for the introduction to key vocabulary are built in. These are aided by the use of Knowledge Organisers.

Please see examples of Knowledge organisers for further examples.

### **IMPACT**

Pupils will develop the geographical and historical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent historians and geographers in secondary education.

Assessment in History and Geography takes place using a range of formative strategies such as marking and feedback of work and verbal discussions with pupils, in line with our Marking and Feedback Policy. For our summative assessment at the end of a unit of work, we assess each child as 'working towards', 'expected' and 'greater depth. This monitoring of performance and progress helps to inform future planning which is discussed termly with the Head Teacher and monitored during curriculum monitoring. Individuals or groups who need extra support are targeted for extra support.

Please see examples of our assessment recording sheets for further information on this.