



History at The Duke of Bedford

Intent

At The Duke of Bedford Primary School our ambition is to teach History with the intent of inspiring an excitement in our children about History, beginning with their own past and local environment which sparks an interest that will last beyond their time at school with us. The National Curriculum is the base from which our History curriculum is developed. We want to give our children a knowledge of the history of the British Isles from the earliest times to the present day and how things change, or stay the same, over time and link these thoughts to their own present day understanding. To also look at the wider world, and as their knowledge grows, for them to begin to make connections between aspects of history. We aim to teach our children the skills to look at, use, interpret and make connections between a variety of historical sources and evidence and support them to be able to analyse and question their findings. We intend for our children to be confident in developing, discussing and arguing different points of view. We believe that these skills and knowledge are progressive and also transferable to other subjects both during their time at our school but also into their further education and life beyond.

Implementation

We use the Oddizzi scheme of learning to help support our teachers in the planning and resourcing of Geography lessons. Our long term planning shows teachers which Geography units to cover in each of the terms, three units of Geography are covering within a yearly cycle. Our progression mapping document for Geography shows teachers what key knowledge to teach pupils in each lesson and allows them to see the knowledge that has been taught previously.

The implementation of our Geography curriculum ensures a broad and balanced coverage of the National Curriculum requirements. Teachers and subject leaders ensure that embedded within all units across the yearly cycle pupils are accessing and experiencing Geographical learning that stems from the four main concepts of Geographical study:

- Locational Knowledge
- Place knowledge
- Human and Physical Geography
- Geographical skills and fieldwork

Impact

The impact of our Geography curriculum is monitored through both summative and formative assessment opportunities. All Geography lessons begin with 'knowledge checks' to ensure previously taught knowledge has been embedded into long term memory. Pupils will leave our school with a range of skills and progressive knowledge which will enable them to succeed in their secondary education and be active advocates for doing more to support and protect the changing world around them.