



Intent

- Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.
- Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as [geographers/historians].
- Ensure an appropriate progression of skills and knowledge is in place over time so that pupils are supported to be the best [historians/geographers] they can be, and challenge teachers to support struggling [geographers/historians] and extend more competent ones.
- Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.
- Identify [historical events/geographically significant areas] that underpin specific areas of the curriculum and raise aspirations for pupils.
- keep up to date with current history research and subject development through an appropriate subject body or professional group.
- Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid.
- Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.
- Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.

Implementation

Pupils will

- A developed understanding of the methods and skills of [geographers/historians] at an age appropriate level
- A secure understanding of the key techniques and methods for each key area of the curriculum: field work, place and location knowledge, and human and physical knowledge.



- A progression of understanding, with appropriate vocabulary which supports and extends understanding
 - Confidence in discussing [history/geography], their own work and identifying their own strengths and areas for development
- Pupils work and displays will show
- Pupils have had opportunities for practice and refinement of skills.
 - A varied and engaging curriculum which develops a range of [geographical/historical] skills.
 - Developed and final pieces of work which showcase the skills learned.
 - Clear progression of skills and knowledge in line with expectations set out in the progression grids.
 - That pupils, over time, develop a range of skills, knowledge and techniques across all of the areas of the [historical/geographical] curriculum.

Impact

(To be reviewed at the end of each year)

Classrooms will

- Provide appropriate quality equipment for each area of the curriculum.
- Have developed learning walls which include high quality work and carefully chosen vocabulary, which are regularly updated.
- Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.
- Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills.

Children will be

- Engaged because they are challenged by the curriculum which they are provided with.
- Resilient learners who overcome barriers and understand their own strengths and areas for development.
- Able to critique their own work as a [historian/geographer] because they know how to be successful.



- Safe and happy in [history/geography] lessons which give them opportunities to explore their own creative development.
- Encouraged and nurtured to overcome any barriers to their learning or self-confidence.
- Develop [historical/geographical] skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.