



St Anthony's Catholic Primary School

An Academy within The Catholic Academy Trust in South Hampshire

'Children in our heart, Christ at the centre'
'We love, we learn and we live'



Name of Policy	Humanities (Geography and History) Policy
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Headteacher	Katrina Straker
Humanities Lead Governor	Luke Bower
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Humanities (Geography and History) Policy



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'Children in our heart, Christ at the centre'
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The St Anthony's mission statement is 'Children in our heart, Christ at the centre. We love, we learn and we live.' To live out this mission, we are guided and led by our Catholic ethos that places the Catholic Social Teaching principles of Human Dignity and the Common Good at the heart of our school. We recognise that each of us is unique and loved by God and we are called to lead by example, as Christ did, to show respect and love to every person because each of us is made in the image of God.

Curriculum Intent:

History and Geography should fire children's curiosity and imagination about who we are, where we have come from, where we live and how this is related to the wider world around us.

Curriculum Intent for History

The intent of the History curriculum is to deliver a curriculum that enables children to:

Know and Understand:

- I. Chronology of key events and periods in British and world history.
- II. Local history and its impact on identity and community.
- III. Significant aspects of ancient civilisations and global historical developments.

Be Able to Do:

- I. Interrogate historical evidence and evaluate conflicting interpretations.
- II. Make connections between past and present.

Sequencing:

- I. EYFS: Understanding the world (past and present).
- II. KS1: Significant individuals and events; local history.
- III. KS2: Chronological study of British history and ancient civilisations.

Research from the Historical Association and Hampshire History Team supports enquiry based learning and chronological frameworks for deep understanding. This links to our school vision as children build respect for the Catholic Social Teaching principles of human dignity and the common good by valuing diverse histories and fostering empathy.

Curriculum Intent for Geography:

The intent of the Geography curriculum is to deliver a curriculum that enables children to:

Know and Understand:

- I. Physical and human features of places locally and globally.

- II. Environmental processes and human impact on landscapes.

Be Able to Do:

- I. Investigate places through fieldwork and enquiry.
- II. Use maps and spatial data to interpret and present findings.

Sequencing:

- I. EYFS: Explore the natural world.
- II. KS1: Local studies and basic map skills.
- III. KS2: Global studies (France, Brazil, China), physical processes, and environmental issues.

These choices were made and supported by Royal Geographical Society and Simon Catling’s research on fieldwork and map use. This links to our school vision as we develop the Catholic Social Teaching principles of stewardship and responsibility for creation.

Curriculum Implementation and Impact:

The History curriculum intentions steer the curriculum implementation as follows:

Intent	Research Link	Implementation	Impact
To enable pupils to make sense of the past by developing their chronological understanding.	Retrieval practice (revisiting chronology of previous History units) supports children to learn critical thinking skills and to develop techniques for understanding where a history unit fits within the bigger picture.	In Key Stage One, children learn about important historical events and individuals and their impact on life today. In Key Stage Two, children use the St Anthony’s History Timeline to develop their chronological understanding, placing their unit within a wider timeline.	Children can make links between the period of history they have studied and how that period/individual/event may have impacted life today. As children move further up the school, they will be able to make links between previous periods/events they have studied with a chronological understanding.
To build pupils’ understanding of local History (and so develop their understanding of their identity/where they live).	Social constructivism pedagogy helps children to root their knowledge in what they already know before making links to the wider world.	At least one of the two History units per year will have local links. This enables teachers to make full use of off-site visits, visitors and historical artefacts to make learning relevant and real.	Children’s understanding of a historical event/period or person will have broadened their knowledge of where they live and how the achievements of local historical people have impacted the wider world.
To equip pupils (in KS2) with the necessary skills to develop an understanding of other civilisations	The National Curriculum aims to ensure all pupils “know and understand significant aspects of	Teaching of ancient civilisations refers to the St Anthony’s History Timeline so children understand where the period	By the end of KS2, children are able to make links between different civilisations. They are able to interrogate and infer

living outside Britain.	the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.” Research by The History Association states that “unless students know how claims about the past are generated and validated, they will be poorly equipped to make sense of or to discriminate between conflicting claims about the past.”	being studied fits within a wider context. Planning is centred around collating, interrogating and deducting information from historical evidence to ensure children are well equipped to make connections between ancient civilisations and more recent civilisations and to make sense of some conflicting claims about the past.	information from differing historical evidence. They can draw their own conclusions as they make sense of some conflicting interpretations of the past.
To make History fun, engaging and memorable.	The Neuroscience of Joyful Education (Judy Willis 2007): “Brain research tells us that when the fun stops, learning often stops too.”	Every History unit (2 per year for each year group) includes an exciting mix of off-site visits, visitors, theme days, dress-up days, artefacts boxes as well as a combination of group, collaborative tasks and individual written tasks.	Children at St Anthony’s make wonderful, long-lasting memories of their History lessons and are enthused about learning about the past.

The Geography curriculum intentions steer the curriculum implementation as follows:

Intent	Research Link	Implementation	Impact
To develop pupils’ understanding of place through local studies and by studying globally significant places.	Social constructivism pedagogy helps children to root their knowledge in what they already know before making links to the wider world. The National Curriculum for Geography aims to ensure all pupils	Across KS1 and KS2, at least one Geography unit per year is a local study, developing children’s understanding of place through hands-on fieldwork investigations. In line with the National Curriculum,	By the end of KS2, our pupils have developed an excellent understanding of how places might differ both in terms of physical and human geography and environmental knowledge. They

	“develop contextual knowledge of the location of globally significant places”.	KS2 pupils also study globally significant places (France in LKS2, Brazil and China in UKS2). They apply their understanding of human and physical geography developed through local studies to their investigation of these globally important places.	have an appreciation for the rapidly changing and often precarious world in which we live.
To teach children how to investigate places.	The Royal Geographical Society strongly recommends field work to help ‘bridge the divide between the classroom and the real world’ (www.rgs.org) 2005 study. Simon Catling (Oxford Brookes University) argues that the use and study of maps is central to geographical learning and understanding. (www.geography.org.uk)	Local field work studies and mapping form a core part of Geography lessons. A field work enquiry is taught once per year, usually through a local Geography unit of work. Field work is often linked to a local environmental issue. Our pupils learn about map-reading and map-making from Year 1 through to Year 6 as they develop their understanding of place.	Our pupils are able to effectively investigate places as part of a geographical enquiry. Our pupils are increasingly aware of their ecological responsibilities and accountability for other people and places around the world.
To develop essential geographical skills that enables pupils to develop a deeper understanding of environmental, physical and human features of places.	The National Curriculum aims for pupils to grow their “knowledge about the world [to] help them to deepen their understanding of the interaction between physical and human processes, and the formation and use of landscapes and environments.”	Particularly in KS2, children are taught to identify physical and human features of places they’re studying. Physical processes and the formation of landscapes are explored alongside the ways in which humans have adapted environments.	Children can identify how the physical features of a place have influenced the human features of a place and vice versa. Children can discuss how places have changed over time using their knowledge-rich reasoning skills and make links to environmental issues that are related.
To make Geography lessons fun, hands-on and get children out	The Neuroscience of Joyful Education (Judy Willis 2007): “Brain research tells us that	At least once a year, a local Geography field work enquiry requires children to	Our children visit local places of geographical interest so learning is real

and about in their local area.	when the fun stops, learning often stops too.” Our Action Research into the effect of outdoor learning shows links with the well-being of children.	‘put on their wellies’ and get outside to investigate their local area in a range of practical, hands-on contexts. Their enquiry is always purposeful, as they collate data in order to answer a question.	and relevant. In getting out, children make happy memories and have fun – and often get muddy!
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Sequence of Teaching:

In History, planning follows a clear 6-step enquiry process in line with the Hampshire History team’s recommendation. This begins with a hook, progresses to the analysis of evidence and concludes with a written output enabling children to summarise their learning. Pupils can therefore place events chronologically, make connections between periods, and interrogate historical evidence to form conclusions.

In Geography it is not always possible to follow the same sequence of teaching as units will vary according to whether the focus is on field work, the study of physical processes or investigating a globally significant country/place. However, all Geography units are enquiry-based, which includes scoping an enquiry, completing activities that enable children to answer their enquiry and usually concludes with a written output enabling children to summarise their findings. Pupils can investigate places, interpret maps, and explain interactions between physical and human processes.

The teaching of History and Geography begins in Early Years with Early Learning Goals such as ‘Understanding the world’ which encourages children to reflect on the past and the present as well as exploring the natural world. These provide the foundation for historical and geographical learning. For Key Stage one upwards, learning intentions have been developed for discrete areas of the History and Geography curriculum to ensure skills taught are progressive and specific from Year 1 to Year 6. Retrieval practice is included within lesson plans by teachers to ensure children build on prior learning. Children can apply historical and geographical knowledge in cross-curricular contexts such as writing, RE and science. This is monitored closely by the Humanities subject leader to ensure planning is sequential and progressive; book audits are conducted to ensure lessons reflect what has been planned.

Evidence of Progress:

Book Scrutiny: Shows progression in enquiry skills and depth of reasoning.

Assessment Data: End of unit big questions demonstrate knowledge retention and application.

Pupil Voice: Children articulate what they have learned, recall memorable experiences, and explain how learning connects to real life.