



## Geography Rationale

(More detailed information included in Geography Policy)

### Intent

**At Hollydale, our curriculum is rooted in our core values of Respect, Responsibility, Relationships and Resilience.**

By developing an in-depth understanding of Geography, children develop a strong sense of self and their place in the world. We want children to become global citizens who take responsibility for the world they live in and make a positive difference. We aim to deliver a robust curriculum which requires them to think hard and critically.

### Implementation

At Hollydale, our curriculum provides breadth and depth of knowledge, as well as developing skills. There is an emphasis on using high-quality vocabulary, which is explicitly taught. We make sure pupils remember what they have learned by engaging in regular retrieval practice.

### Impact

At Hollydale, we use formative and summative methods to assess progress in the Humanities. Data is inputted termly and moderated in phase meetings.

Progression grids are provided to ensure that age-appropriate skills are built into planning for the Humanities. Teachers are expected to respond to misconceptions and gaps in pupils' knowledge as they arise during sessions.

The impact of the curriculum is evaluated by the subject leader through book looks, pupil voice surveys and planning scrutinies.

## History Rationale

(More detailed information included in History Policy)

### Intent

**At Hollydale, our curriculum is rooted in our core values of Respect, Responsibility, Relationships and Resilience.**

By developing an in-depth understanding of History, we hope that children will better understand the world that we live in. We want children to become well-informed citizens who

take an active role in society, using their critical thinking skills regularly. We aim to deliver a robust curriculum which requires them to think hard and critically.

## **Implementation**

At Hollydale, our curriculum provides breadth and depth of knowledge, as well as developing skills. There is an emphasis on using high-quality vocabulary, which is explicitly taught. We develop pupils' chronological understanding by constantly revisiting where events fit within a timeline. We develop pupils' critical thinking skills by evaluating sources and examining the cause-and-effect relationships between events in the past.

## **Impact**

At Hollydale, we use formative and summative methods to assess progress in the Humanities. Data is inputted termly and moderated in phase meetings.

Progression grids are provided to ensure that age-appropriate skills are built into planning for the Humanities. Teachers are expected to respond to misconceptions and gaps in pupils' knowledge as they arise during sessions.

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