



### Intent

At Boutcher we aim to provide a high-quality history and geography education that inspires curiosity and creates fascination about the world so that children have an enthusiastic interest to know more about the past and to become invested in the future of our world. Since history and geography is all about who we are, where we come from, and the impact we can have on the world around us, we teach these subjects through a thematic approach where we encourage our children to be curious, to question and to create individual perspectives about our world.

Our curriculum enables children to make strong connections across both history and geography, developing a range of skills, so that they have a strong understanding of the history and geography of the British Isles and London's place within it and the wider world.

Though our Theme provision we want our children to experience different cultures, representing the children themselves and our local community. We encourage our children to consider questions of social justice and how these issues have affected people in the past, present and future. Through Theme we enable children to consider their own SMSC development and develop their understanding of democracy, individual liberty and respect. Through our approach we believe that our children will understand the impact and responsibility they have for our local, national and global environment.

### Implementation

Theme lessons are taught weekly with each topic having History and Geography objectives. Some topics are weighted towards one subject more than the other, however, the subject weighting is balanced across the year. Themes are mostly assigned for a whole term and often link to other curriculum areas being studied as this enables children to develop a deeper knowledge of the topic and to make greater links across the history and geography skills as well as within other areas studied to ensure that new learning builds upon prior learning and long term understanding of knowledge and skills are strengthened.

Each topic studied has an overarching enquiry question with individual lessons also posing a question which will support children in developing answers and perspectives to the overarching topic question. Key themes and vocabulary are taught with children being supported in developing their ability to understand concepts such as cause and consequence and continuity and change.

Theme lessons are inclusive, engaging and challenging. We aim to provide culturally rich experiences for our children to support them in making links and to create a love and curiosity for the world. We ensure that children have meaningful experiences to support their learning through educational visits, workshops and themed days.

### Impact

- Children are able to demonstrate observable thinking and questioning skills where they demonstrate curiosity, problem solving and reflection skills, enabling them to consider evidence and develop connections.
- There is an obvious interest and fascination in the world, where children independently demonstrate their investment in our school, the local area and the wider world.
- Children feel connected to the world and understand their duty to be active citizens who are prepared, confident and responsible members of society who understand British values.

### **What can I expect to see in a Theme lesson at Boutcher?**

- Children learning in an engaging environment, where they demonstrate a keen interest and enthusiasm for the topic being taught.
- Learning that is sequential, ambitious and challenging to support children in developing skills and knowledge that builds towards the enquiry topic question.
- Opportunities for children to develop their history and geography skills in the majority of lessons with links being made to each subject on some occasions.
- Cross-curricular learning links being made to other subjects that are currently being taught or have previously been taught.
- Modelling of key vocabulary and terms by adults and when being used correctly and accurately by children, praise given.

## Examples of our outstanding learning



Year 2 - taking part in a workshop on the Great Fire of London



Year 5 - a depiction of a section from the Bayeux tapestry



Reception – Roleplaying jobs of people that help us.

### What voice do pupils have?

Children are often asked about their experiences of Theme. They meet with the coordinator from time to time and discuss their learning and enjoyment in the subject. Children are also regularly asked to review educational visits and workshops which are then used by teachers to inform future planning and opportunities. Children are also able to make book requests for texts relating to the theme being studied through the Reading Ambassadors.

#### Examples of pupil voice

- ‘I remember when we went to see Samuel Pepys garden and we saw the pictures on the ground. I loved it when we dressed up and when we did the ink writing.’ Child in Year 2
- ‘When we went on a tour of our local area I found it interesting that Bermondsey was once a small village. I was amazed that one person secretly paid for the library to be built and his name is now on a plaque.’ Child in Year 5

### How do children’s skills progress?

An example of skills progression from Year 1 – 6

| Skill       | Year 1  | Year 2  | Year 3  | Year 4   | Year 5  | Year 6   |
|-------------|---|---|---|--|---|--|
| Questioning | <p>Children can ask simple questions when they are unsure</p> <p>Children can accurately answer some questions verbally related to an area of study</p> | <p>Children can ask simple questions to develop their understanding</p> <p>Children are able to accurately answer simple questions related to an area of study confidently</p> <p>Children can justify their answers using sources or stories</p> | <p>Children are beginning to ask more in depth questions for their age to develop their understanding</p> <p>Children are able to answer questions accurately related to the area of study</p> <p>Children can use sources to justify their answers</p> | <p>Children can ask questions to develop their understanding</p> <p>Children are beginning to challenge sources of information</p> <p>Children are beginning to show some organisation of information that is purposeful for responding to or asking questions</p> | <p>Children can ask questions to develop their understanding and also ask questions of what people have said</p> <p>Children can challenge sources of information</p> <p>Children are beginning to make purposeful selection about information they wish to include in responses</p> <p>Children can organise information purposefully when responding to or asking questions</p> | <p>Children can ask a range of questions, creating questions that develop understanding about change, cause and significance</p> <p>Children can challenge sources, questioning the validity of these and whether they have been created for propaganda</p> <p>Children can purposefully select information when forming responses to questions</p> <p>Children can organise information purposefully when responding to or asking questions</p> |

### What successes were there in the last few academic years?

- We have enjoyed many educational visits such as Year Six visiting the Africa Fashion Exhibition as part of their topic on Globalisation and Year Two visiting All Hallows Church to learn more about the Great Fire of London.
- We have explored a range of high-quality English texts that complement our theme topics and have adopted these into our reading and writing curriculums.
- We have explored the links between our different topics in Theme and have strengthened the opportunities for linking across topics.

### **What are the priorities in Theme?**

- To start holding immersion days that enable children to submerge themselves in the topic so as to excite and enthuse them for the topic being studied.
- To develop our summative assessment procedures, considering how to most effectively with an appropriate weighting on both skills and knowledge.
- To investigate other possible options for educational visits.