



NORTH WEST LONDON JEWISH DAY SCHOOL

HISTORY AND GEOGRAPHY POLICY

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School Vision – History and Geography at NWLJDS

At North West London Jewish Day School, we believe that History and Geography are essential subjects that help pupils understand themselves, their community and the wider world. Through the study of History, pupils gain an understanding of how the past has shaped the present, whilst Geography enables them to explore people, places, environments and cultures across the world.

Our aim is to inspire curiosity, encourage questioning and develop a lifelong interest in the world. Through engaging lessons, meaningful experiences and a broad and balanced curriculum, pupils develop the knowledge, skills and understanding required to become thoughtful historians, enquiring geographers and responsible global citizens.

As a Jewish school, meaningful opportunities are provided for pupils to make connections between History, Geography and Jewish life, traditions and values. Where appropriate, links are made between curriculum topics and Limmudei Kodesh learning. These connections help pupils develop a deeper understanding of both their own heritage and the wider world.

Intent

The History and Geography curriculum at NWLJDS is designed to ensure pupils acquire and retain the powerful knowledge necessary to understand the world, make connections between topics and become informed citizens:

- Develop pupils' curiosity about the past and the world around them.
- Provide pupils with a coherent knowledge and understanding of Britain and the wider world.
- Develop chronological understanding and historical enquiry skills.
- Equip pupils with geographical knowledge, fieldwork skills and environmental awareness.
- Encourage critical thinking, questioning and investigation.
- Build cultural capital through meaningful experiences and enrichment opportunities.
- Develop pupils' ability to communicate ideas confidently using appropriate historical and geographical vocabulary.

Curriculum Structure

History and Geography are taught through a carefully planned and progressive curriculum from EYFS to Year 6. The curriculum is designed to be knowledge-rich, ensuring pupils develop secure substantive knowledge and disciplinary skills as historians and geographers.

History, Geography, Art and Design Technology are closely linked across the curriculum. Each term, pupils typically receive approximately six History or Geography lessons followed by six linked Art or Design Technology lessons. This approach allows pupils to deepen their understanding of a topic whilst applying their learning creatively through practical and artistic outcomes.

Teachers may organise learning differently according to the needs of their year group. History and Geography may be taught as blocked units or alongside linked Art and Design Technology projects where appropriate.

Implementation

Teaching and learning is designed to:

- Build upon prior learning.
- Develop subject-specific vocabulary.
- Encourage enquiry-based learning.
- Promote discussion, questioning and debate.
- Develop disciplinary skills alongside substantive knowledge.
- Provide opportunities for practical and first-hand experiences.
- Make meaningful cross-curricular links where appropriate.
- Support all pupils through adaptive teaching strategies.

Teachers provide opportunities for pupils to investigate, explore, analyse and communicate their understanding through a range of activities, including:

- Research projects
- Source analysis
- Mapping activities

- Educational visits
- Fieldwork
- Discussion and debate
- Presentations
- Written explanations
- Collaborative learning
- Practical investigations

Key vocabulary is explicitly taught, modelled and revisited throughout the curriculum. Pupils are encouraged to use subject-specific language accurately when discussing, analysing and presenting their learning.

Retrieval Practice

Retrieval practice forms an integral part of History and Geography lessons. Carefully planned retrieval activities revisit prior learning, strengthen long-term memory and support pupils in retaining key vocabulary, knowledge and disciplinary skills.

Impact

Through the teaching of History and Geography, pupils will:

- Develop secure historical and geographical knowledge.
- Use subject-specific vocabulary accurately.
- Demonstrate curiosity and enthusiasm for learning.
- Understand chronology and historical significance.
- Apply historical and geographical enquiry skills confidently.
- Understand similarities and differences between places, cultures and societies.
- Develop a strong sense of place and belonging.
- Show awareness of environmental issues and sustainability.
- Be prepared for further learning and life in modern Britain.

EYFS

In EYFS, pupils begin to develop an understanding of the world through exploration, discussion, storytelling, investigation and first-hand experiences. Learning is designed to foster curiosity about people, places, cultures and the past whilst building foundations for future historical and geographical learning. Learning is delivered through the EYFS Understanding the World area of learning and development.

Pupils explore their own lives, families and communities and begin to develop an awareness of how people, places and events can be similar and different.

History and Geography learning is often delivered through cross-curricular themes and celebrations. Pupils learn about countries, cultures and significant events through festivals such as Pesach, Diwali and Chinese New Year. Learning is enriched through music, dance, cookery, art and storytelling.

Pupils begin to develop an understanding of family history by exploring where their families come from around the world and discussing similarities and differences between people and communities.

Children learn about their local area through first-hand experiences, including local walks and observations of key features such as roads, transport, post boxes and community facilities. They also develop an understanding of London, including famous landmarks, buildings and transport systems.

Additional themes such as Black History Month, Remembrance Day, Bonfire Night, different homes around the world, seasons, Israel, dinosaurs and fossils help pupils develop an awareness of the past, the wider world and the diversity of people, places and experiences.

Key Stage 1

In Key Stage 1, pupils develop an understanding of chronology, significant people, places and events, both within living memory and beyond. Through the study of the local area, the United Kingdom and the wider world, pupils begin to ask questions, gather information and communicate their understanding using increasingly accurate historical and geographical vocabulary.

Key Stage 2

In Key Stage 2, pupils build upon their prior learning and develop increasingly sophisticated historical and geographical knowledge and skills. Through the study of ancient civilisations, British history, local history and global geography, pupils learn to analyse information, evaluate evidence, draw conclusions and communicate their understanding effectively as historians and geographers.

History Curriculum

History teaching at NWLJDS encourages pupils to think like historians through the study of sources, artefacts, visitors and first-hand experiences.

The curriculum includes studies of:

- Changes within living memory
- Significant individuals
- Local history
- The Great Fire of London
- Stone Age to Iron Age Britain
- Ancient Egypt
- Romans
- Anglo-Saxons
- Vikings
- Victorians
- Ancient Greece
- The Mayan Civilisation

Geography Curriculum

Geography teaching at NWLJDS encourages pupils to think like geographers through the study of people, places and environments at local, national and global scales.

The curriculum includes studies of:

- Local area studies
- Continents and oceans
- Extreme Earth
- Mountains
- Europe
- Biomes
- Rainforests
- Rivers
- Oceans

Pupils develop an understanding of their local area and London through studies linked to topics such as the Great Fire of London and Toys from Around the World. They learn about landmarks including Buckingham Palace, St Paul's Cathedral, the Monument, the River Thames and the Tower of London, exploring how London has changed over time. Through map work and fieldwork activities, pupils create bird's-eye view maps of the school and its surroundings, helping them develop early geographical skills and an understanding of place.

Jewish Life and Cross-Curricular Learning

Meaningful links are made between History, Geography and Limmudei Kodesh wherever appropriate.

Pupils explore how migration, settlement, geography and historical events have influenced communities and cultures throughout history. These connections help pupils develop a deeper understanding of both their own heritage and the wider world. Geography learning provides opportunities for pupils to explore physical and human geographical features and make meaningful links to Limmudei Kodesh learning, helping pupils appreciate the relationship between the natural world, human activity and Jewish values.

For example, Year 5 pupils study Ancient Greece and explore links with the Chanukah story and the influence of Hellenistic culture. Learning culminates in a cross-curricular project combining History, Limmudei Kodesh and Art, where pupils apply their understanding of Ancient Greek design to create Chanukiyot inspired by Ancient Greek art and architecture.

Cross-curricular links are carefully planned to deepen understanding and make learning meaningful. Examples include links between Paddington stories and geographical studies of Peru and London, historical studies of toys and English museum-writing projects, and writing linked to World War II learning in Upper Key Stage 2.

Cultural Capital and Enrichment

The History and Geography curriculum contributes significantly to pupils' cultural capital by exposing them to a diverse range of people, places, cultures, beliefs and historical experiences. Through curriculum learning, educational visits, workshops, visitors and whole-school events, pupils develop a deeper understanding of the world and their place within it.

Enrichment opportunities may include Black History Month, Remembrance Day, Chinese New Year, World Religion Week, World Wildlife Day, VE Day commemorations, World Cup country projects, local area studies and links to current affairs and world events. These experiences help pupils understand the relevance of History and Geography in the modern world and encourage them to become informed and responsible citizens.

Educational visits and first-hand experiences play an important role in bringing learning to life. Examples include visits to the Postal Museum, Reveley Lodge and local area fieldwork, alongside themed workshops and opportunities to engage with historical artefacts, sources and personal accounts. In Key Stage 1, grandparents and great-grandparents are invited into school to share childhood memories and experiences, helping pupils make meaningful connections between the past and present.

Curriculum Progression

History and Geography knowledge and skills progress systematically from EYFS to Year 6.

The progression frameworks ensure that pupils build upon prior learning and develop increasingly sophisticated knowledge, understanding and disciplinary skills throughout their time at NWLJDS.

TOPIC-BASED CURRICULUM

GEOGRAPHY PROGRESSION AND SKILLS FRAMEWORK

Year Group	Area of Study	Key Vocabulary	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Fieldwork
Year 1	Compare Old and New Houses UK studies Toys around the World	House, home, materials, past, present, capital cities, continents, countries	Identify where they live (country and city) and key features of their local area.	Compare old and new houses in their locality, look at home country.	Recognise basic physical and human features of a city and compare to countryside/village.	Use simple maps and create drawings of houses. Google Maps
Year 2	Our World (Katie Morag)	Island, mainland, transport, map, landscape	Name and locate the continents and oceans	Compare the Isle of Struay (fictional) with their own locality	Describe basic physical and human features of an island	Use atlases and globes; draw maps with simple keys
Year 3	Extreme Earth & Mountains	Earthquake, volcano, mountain, tectonic, erosion	Locate key mountain ranges and tectonic zones globally	Compare mountain environments around the world	Understand the formation of mountains and natural disasters	Use maps, atlases, and digital resources to study landscapes
Year 4	Europe, Natural Landscapes & Biomes	Biome, climate, vegetation, tundra, temperate	Locate countries, major rivers, and mountain ranges in Europe	Compare different European regions and their biomes	Explore physical features (e.g., rivers, mountains) and link to biomes (e.g., tundra, forest)	Use maps, atlases, and digital tools to identify biomes and physical features
Year 5	Rainforests	Rainforest, biodiversity, deforestation, climate	Identify the location of the world's rainforests	Compare features of the Amazon rainforest with local woodland	Explain the impact of human activity on rainforests (e.g., deforestation)	Use climate graphs and conduct research on rainforest ecosystems
Year 6	Rivers & Oceans	River, ocean, source, mouth, tide, current	Locate major rivers and oceans around the world	Compare rivers and oceans in different continents	Describe the water cycle and its importance to humans and ecosystems	Use fieldwork and secondary sources to study rivers and oceans

TOPIC-BASED CURRICULUM

HISTORY PROGRESSION AND SKILLS FRAMEWORK

Year Group	Area of Study	Key Vocabulary	Chronological Understanding	Knowledge & Understanding of Events, People & Changes in the Past	Historical Interpretation	Historical Enquiry	Organisation & Communication
Year 1	Changes within living memory	Past, present, long ago, memory, timeline	Understand the concept of past and present	Identify changes in their own lives and the lives of their family	Identify how things have changed over time	Ask simple questions about the past	Communicate understanding through drawing, speech, and writing
	Events beyond living memory (e.g., Great Fire of London, toys from the past and the Royal family)	Fire, event, diary, Samuel Pepys, sequence	Sequence 2-3 events in chronological order	Describe key events and their significance	Recognise why events happened and their outcomes	Use sources such as pictures, stories, and objects to find out about the past	
Year 2	The lives of significant individuals in the past	Explorer, monarch, pioneer, significant, invention	Place events and objects on a simple timeline	Explain the achievements of famous individuals (e.g., Florence Nightingale, Neil Armstrong)	Identify different versions of the same event	Use books, pictures, and artefacts to answer questions	Present knowledge using models, timelines, and written work
	Significant historical events, people, and places in their locality	Local, community, heritage, celebration	Compare aspects of life in different periods	Describe how people and events have shaped the locality	Discuss how we know about the past (e.g., museums, evidence)	Observe and handle sources, asking questions	
Year 3	Stone Age to Iron Age	Prehistoric, tools, hunter-gatherer, settlement	Place events on a timeline, understanding BC/AD	Describe key changes in prehistoric Britain (e.g., Skara Brae, Stonehenge)	Begin to evaluate the reliability of sources	Use a range of sources to build a picture of the past	Use timelines, written narratives, and diagrams to present findings
	Ancient Egypt	Pharaoh, pyramid, tomb, civilization, hieroglyph	Develop awareness of periods of history globally	Explain the achievements and daily life of Ancient Egyptians	Compare interpretations of Egyptian artefacts	Investigate artefacts, mummies, and monuments	

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Year 4	Anglo-Saxons and Vikings	Settlement, raiders, invasion, monastery, Danelaw	Use dates and terms like decade, century to describe time	Compare Anglo-Saxon and Viking culture, settlement, and key events (e.g., Viking invasions, Alfred the Great)	Identify and discuss reasons for different interpretations	Use evidence such as maps, artefacts, ruins, and texts to explore this period	Present findings in structured formats, such as timelines and written work
	Romans	Empire, invaders, soldiers, gladiators, Roman baths, Roman roads, legacy	Understand the timeline of Roman Britain, including the invasion in AD 43 and its impact on Britain.	Explore key events such as the Roman invasion of Britain, Boudicca's rebellion, and the Romanization of Britain. Edward the Confessor	Investigate different perspectives on Roman rule, including Roman and British viewpoints.	Ask questions about the Roman Empire's influence on modern society, such as their innovations in engineering and architecture.	Present findings about Roman life in Britain through a timeline, artwork, or a written report, highlighting Roman contributions to British culture.
Year 5	Victorians	Industrial, factory, child labor, Queen Victoria, invention	Understand continuity and change within a historical period	Explain the impact of the Industrial Revolution and Victorian reforms on Britain	Recognise propaganda and differing historical views	Conduct research using primary and secondary sources	Present findings in structured and detailed formats
	Ancient Greece	Democracy, city-state, philosopher, mythology	Place events and individuals on a timeline	Describe Greek achievements and their influence on the modern world	Compare different sources and accounts of Greek life	Use sources to explore daily life, achievements, and beliefs	
Year 6	A study of an aspect or theme in British history (e.g., WW2, Industrial Revolution)	Evacuation, rationing, propaganda, revolution	Identify trends and connections between periods	Explain how and why Britain changed over a specific time	Critically evaluate primary and secondary sources	Conduct detailed research using multiple sources	Present arguments and explanations using evidence
	Non-European society (e.g.,	Civilization, astronomy, codex, sacrifice	Compare the Mayan civilization timeline	Explain the key features and	Discuss how interpretations are	Use a range of sources to explore Mayan culture	
	Mayan Civilization)		with European history	achievements of Mayan culture	influenced by new evidence		

Assessment

Assessment is an integral part of teaching and learning and is used to inform future planning and support pupil progress. Teachers assess pupils through a range of methods, including observation, discussion, retrieval activities, written work, practical enquiry activities and teacher assessment.

An agreed History and Geography assessment grid is used across the school to record attainment and progress. Pupils are assessed against four attainment descriptors: Greater Depth, Expected, Working Towards and Working Below. Teachers complete assessments termly using evidence gathered throughout units of work alongside professional judgement.

Assessment recognises both substantive knowledge and disciplinary skills, ensuring pupils develop as historians and geographers whilst enabling teachers to identify strengths, address misconceptions and plan next steps in learning.

Monitoring and Subject Leadership

The History and Geography Subject Leader is responsible for:

- Monitoring teaching and learning.
- Reviewing curriculum coverage.
- Monitoring progression and attainment.
- Supporting staff with planning and subject knowledge.
- Monitoring assessment information.
- Auditing resources.
- Promoting high-quality outcomes across the school.

Monitoring may include:

- Lesson visits
- Book scrutinies
- Pupil voice activities
- Planning reviews
- Assessment analysis

Senior leaders and governors also monitor provision and outcomes.

Inclusion

History and Geography are taught inclusively and are accessible to all pupils.

Teachers use adaptive teaching strategies to ensure all pupils can access the curriculum and make progress. Where appropriate, scaffolds, visual supports, pre-teaching of vocabulary, adapted resources and additional adult support are used to enable all pupils to access the curriculum

Expectations remain high for all learners and support is carefully planned to enable success whilst maintaining challenge.

Equal Opportunities

All pupils are entitled to access a broad and balanced History and Geography curriculum regardless of ability, gender, ethnicity, religion or background.

The curriculum reflects a diverse range of cultures, communities and perspectives. Pupils are encouraged to appreciate and respect different viewpoints and traditions.

History and Geography make a significant contribution to the promotion of British Values through the study of democracy, individual liberty, mutual respect, tolerance and the diverse communities that make up modern Britain. Further information can be found in the school's British Values Policy.

Resources

A range of resources support the teaching of History and Geography, including:

- Books and artefacts
- Maps and atlases
- Globes
- Digital technologies
- Photographs and historical sources
- Educational visits and workshops

Resources are reviewed regularly to ensure they remain appropriate and support effective teaching and learning.

Health and Safety

Teachers ensure that all activities are carried out in accordance with the school's health and safety procedures.

Where appropriate, risk assessments are completed before visits, fieldwork activities or practical experiences.

Appropriate supervision is maintained at all times.

Staff ensure that all activities are carried out in accordance with the school's safeguarding, health and safety and risk assessment procedures.

Policy Review

This policy reflects the requirements of the National Curriculum (2014) and will be reviewed regularly by the subject leader and senior leadership team.

Date approved: June 2026

Review date: June 2028

Responsible person: History and Geography Subject Leader – Shoshanna Berkley