

TOPIC POLICY STATEMENT

(History, Geography, Art and Design Technology)

June 2026

INTENT	IMPLEMENTATION	IMPACT
At North West London Jewish Day School, our Topic Curriculum brings together History, Geography, Art and Design Technology to provide a rich, engaging and knowledge-rich curriculum that develops curious, creative and informed learners. Through the study of people, places, events, cultures, creativity and innovation, pupils gain a deeper understanding of themselves, their community and the wider world. Our curriculum is designed to: • Inspire curiosity, creativity and a love of learning. • Develop pupils' knowledge, understanding and skills progressively from EYFS to Year 6. • Encourage questioning, investigation, discussion and critical thinking. • Develop pupils as historians, geographers, artists, designers and responsible global citizens. • Build cultural capital through meaningful experiences, educational visits, workshops, visitors and enrichment opportunities. • Promote British Values, mutual respect, tolerance and appreciation of diversity. • Provide opportunities for pupils to make meaningful links between secular learning, Jewish life, traditions and values where appropriate. • Develop resilience, independence, collaboration and problem-solving skills. • Equip pupils with the substantive knowledge and disciplinary skills required for future learning and life beyond school. Our curriculum is carefully sequenced to ensure progression in both knowledge and skills, whilst enabling pupils to make meaningful connections between subjects and apply their learning in creative and practical contexts.	The Topic Curriculum is delivered through carefully planned units of work which provide pupils with engaging and purposeful learning experiences. Teachers will: • Follow the agreed curriculum progression frameworks and learning objectives to ensure continuity and progression across year groups. • Build upon prior learning through retrieval practice and regular opportunities to revisit key knowledge and vocabulary. • Explicitly teach and model subject-specific vocabulary. • Use adaptive teaching strategies to ensure all pupils can access learning whilst maintaining high expectations. • Provide opportunities for enquiry, investigation, discussion, debate and practical application. • Encourage pupils to communicate their understanding through speaking, writing, creative outcomes and presentations. • Make meaningful cross-curricular links where appropriate. • Use assessment to inform planning and identify next steps in learning. Pupils will have opportunities to: • Explore historical events, people and civilisations. • Investigate geographical locations, environments and global issues. • Develop fieldwork, map-reading and enquiry skills. • Study artists, designers, architects, engineers and inventors. • Design, make, evaluate and improve creative outcomes. • Participate in educational visits, workshops, visitors and themed enrichment activities. • Engage with sustainability, environmental awareness and responsible citizenship. • Apply knowledge and skills through collaborative, practical and creative projects. History, Geography, Art and Design Technology are closely linked to deepen understanding and provide meaningful contexts for learning. Where appropriate, pupils make connections with Limmudei Kodesh, Jewish values and Jewish history. Subject leaders monitor curriculum coverage, progression, assessment and outcomes to ensure consistency and high-quality provision across the school.	Through the Topic Curriculum, pupils develop secure knowledge, understanding and skills across History, Geography, Art and Design Technology. Pupils will: • Demonstrate curiosity, creativity and enthusiasm for learning. • Retain and apply key knowledge and vocabulary. • Communicate ideas confidently using subject-specific language. • Think critically, ask questions and investigate independently. • Develop resilience, independence and problem-solving skills. • Understand historical significance, chronology and change over time. • Develop geographical knowledge, environmental awareness and a sense of place. • Create, design, evaluate and improve artistic and practical outcomes. • Appreciate diverse cultures, communities, traditions and perspectives. • Develop cultural capital through a wide range of experiences and enrichment opportunities. • Be well prepared for the next stage of their education and for life in modern Britain. The impact of the curriculum is evaluated through: • Pupil outcomes and work scrutiny. • Assessment information. • Lesson observations and learning walks. • Pupil voice. • Planning reviews. • Monitoring of progression across year groups. • Educational visits and enrichment outcomes. • Ongoing review by subject leaders, senior leaders and governors. Through this approach, pupils leave NWLJDS as knowledgeable, confident, creative and reflective learners who are equipped to contribute positively to the world around them.

All of the above will contribute to the continued evaluation of the impact of our creative curriculum.