



Brady Primary School

History and

Geography Policy



‘Inspiring teaching for ambitious learners’

Policy Created- October 2024

Reviewed: September 2025



Aims of Brady Primary School

“Inspiring teaching, for ambitious learners”

At Brady Primary School our ethos is built around our 4 core values of Dedication, Inspiration, Respect and Achievement. These help us to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions, and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children’s learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment, teaching and learning.

Equal opportunities and Inclusion

At Brady Primary School we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability. We are committed to promoting learning and teaching environments, for all that embed the values of inclusive educational practices. Through a child-centered approach, we aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

Contents of this Policy

- The teaching of History and Geography at Brady Primary School
- The assessment of History and Geography at Brady Primary School



The teaching of History and Geography at Brady Primary School

History and Geography are both taught throughout the school, from EYFS-Y6.

The subjects follow Cornerstones (Curriculum Maestro), which is the scheme used to plan and teach every lesson.

From Y1-Y6, there will be a topic that each Year group will be learning/following each half term. At least 4 out of 6 of the topics per year will be History or Geography based.

For example, in Year 5:

Autumn 1- Pharaohs (History)

Autumn 2- Stargazer (Science)

Spring 1- Peasants, Princes and Pestilence (History)

Spring 2- Sow, Grow and Farm (Geography)

Summer 1- Off with Her Head! (History)

Summer 2- Investigating our World (Geography)

For each of the History and Geography based units, a Medium Term Plan is created. This is created by the subject leader, and it lays out the lessons that will be taught. This includes where to find it on Cornerstones, the lesson objective, what building block it covers, key vocabulary, as well as the main content of the lesson. Below is an example of the Y5 Medium Term Plan for Autumn 1 (Pharaohs):

Cornerstones	Focus	Learning objective	Building blocks	Lesson	Vocabulary
Engage- Tutankhamun's tomb	History	I can explain what artefacts can tell us about Tutankhamun	Humankind Civilisations	Look at photos of, and information about, the contents of Tutankhamun's tomb. Generate questions about the contents and write them on sticky notes. Consider what these artefacts and objects might tell them about the ancient Egyptians and the boy pharaoh. Think about and articulate the information that the objects and artefacts cannot tell them. Note: The mummified body of Tutankhamun tells us his age, height and even what diseases he had. Explain how ancient artefacts found in his tomb were viewed as treasures and were therefore vulnerable to tomb robbers.	Artefacts Ancient Egypt mummified
Engage- Development of a civilisation	History	I can sequence important events from Ancient Egypt	Changes over Time Humankind	Create a timeline to show how ancient Egyptian civilisation developed. Add the following significant events to their timelines: the reign of Tutankhamun (1332-1323 BC), the unity of Upper and Lower Egypt (3000 BC) and the building of the Great Pyramid of Giza (2584 BC). Research other important events and people, adding them to the timeline. Compare the chronology with other periods of history that they are familiar with. Note: Add other details and events to the timeline throughout the project, including reigns of other key pharaohs. Make sure that children understand that BC dates increase as they go back in time.	Chronology Dynasty Reign
Develop 1- Famous Pharaohs	History	I can explain the importance of Egyptian pharaohs	Civilisations	Use information books and online resources to find out about famous pharaohs of ancient Egypt. Make a character profile of a favourite, describing their personality, how long they ruled for and any special achievements. Present their cases and compete in a 'Pharaoh Factor' or an 'Ancient Egypt's Got Talent' competition. Create a display about some of the most famous pharaohs and include information about each one. Note: A pharaoh was the king or queen of Egypt. Famous pharaohs to find out about include Akhenaten, Psoy II, Amenhotep III, Djoser, Khufu, Hatshepsut, Ramesses the Great, Narmer, Nefertiti and Cleopatra VII.	Hierarchy influence
Develop 1- After death	History	I can explain the process of mummification	Civilisations	Watch a presentation, search online or use a range of information books to find out what happened to a pharaoh when they died. Describe their findings using keywords and phrases, such as preserved, embalmed, the Beautiful House, canopic jar, afterlife, pyramid, ornament, natron, coffin, priest and sarcophagus. Decide how they would like to present the information. Note: Nearly all of the pharaohs chose to be buried in the Valley of the Kings, a valley west of the Nile, which is a popular tourist attraction today. Find out what the children think about this. Should the Valley be open to tourists or should it remain a sacred place?	Embalmed Afterlife Preserved
Develop 2- Egyptian Gods	History	I understand the importance of gods in Ancient Egypt	Civilisations	Learn about the ancient Egyptian gods, including what they looked like and what their roles were. Find images of the different gods in Egyptian tomb paintings and papyrus scrolls, then describe what the images show. Draw a favourite god or goddess and create an information sheet about them. Find out how the Egyptian people worshipped their deities. Note: There are some amazing gods and goddesses to choose from, including Anubis, god of embalming and the dead, who has the head of a jackal; Osiris, the god of the underworld, shown wrapped in linen like a mummy; Isis and Nephthys, protective goddesses, often shown standing behind Osiris; Thoth, the god of writing and knowledge, who has the head and beak of an ibis bird and Anubis , a monster of the underworld, part lion, part crocodile and part hippopotamus.	Gods Goddesses
Express- Cleopatra's death	History	I can explore the events that led to Cleopatra's death	Significant People	Find out about events leading up to the death of Cleopatra VII, the last Egyptian pharaoh. Look at different versions of events and draw conclusions about what the true story might have been. Work in groups to present a short talk about their findings and views. Note: The most popular version of events is that Cleopatra committed suicide by placing a poisonous snake on her body and letting it kill her. However, there are different accounts.	Poison Dynasty Julius Caesar

The Medium Term Plan is set out in chronological order, although the teacher is able to adapt the activity, if needed, to suit their individual class' needs. The Medium Term plan is created by using the Curriculum tool on Cornerstones, ensuring that every part of the curriculum is covered by the lessons taught within the topic. There is also thought into the sequence of lessons, ensuring that they are taught in a way that makes sense to the development of understanding of the content.

The topics are carefully thought out, to ensure that there is sufficient coverage of the areas of British and World History across both Key Stages. In EYFS, the History/Geography lessons fall under Topic work, therefore the structure to their lessons is different to the rest of the school. EYFS still use Cornerstones to plan and resource their lessons. In Year 1, the pupils look at British History, focusing on childhood and the Victorian era. This follows on to Year 2, where the pupils are studying the history of monarchs in Great Britain, as well as significant figures of Britain and worldwide.

In KS2, there is a significant importance placed on chronology. Year 3 begin with the Stone/Bronze/Iron Age, before moving on to Ancient Greece and Ancient Rome/the Roman Empire. In Year 4, they move on to the Anglo-Saxons, Vikings and Normans within British History, as well as learning about Ancient Sumer, for world history. In Year 5, History focuses on Ancient Egypt, before learning about The Black Death and the Tudors. Finally, in Year 6, the focus of history is on the Industrial Revolution, World War 1 and World War 2, as well as the African Slave Trade (Maafa).

Geography does not follow a specific sequence; however it is ensured that the pupils complete fieldwork in at least one of their topics every year. For example, in Year 4








~~the children will use map work (grid references) during Misty Mountain, Winding River.~~
Moreover, skills such as cardinal points, map reading and creating a key are introduced in EYFS/KS1 and refined in KS2. The children recap key geographical vocabulary such as human and physical features in each topic, and are explicitly taught about UK landmarks/geography.

For each History unit, there are resources provided to aid the pupils' learning. This includes a range of non-fiction texts, as well as practical resources such as replica artefacts. For Geography, each class has a map of the world (KS1 have a map of the UK also), as well as a globe. There are also clipboards, atlases and compasses for teachers/pupils to use, to help access their learning.

Within the planning, each lesson falls under a 'building block'. These building blocks refer to the golden threads of History/Geography, the key themes that are and must be covered throughout the school (e.g. chronology in History and place and space in Geography.). These building blocks must be on display in each classroom (on or next to the topic display), and are referred to by the teacher during the lesson. Also on display in every classroom is a timeline. The timeline for EYFS focusses on past, present and future events. The KS1 timeline is a more concise timeline of history (recent history as well as relevant events that they will learn about). In KS2, there is a comprehensive timeline, with both British and World events displayed.

The assessment of History and Geography at Brady Primary School

The assessment of History and Geography has changed in the last year. In September 2023, Learning Passports were introduced, under the advisory of our School Improvement Partner. Below is an example of a Learning Passport for Year 5 (Autumn 1, Pharaohs):

	<p><u>Year 5</u></p> <p><u>Pharaohs</u></p>			
<p>Significant people</p>	<p>Changes over time</p>	<p>Civilisations</p>		
<p>By the end of this unit I will know...</p> <ul style="list-style-type: none"> • The process of what happened after death in Ancient Egypt • About the contents of and artefacts kept within Tutankhamun's tomb • About the life and death of Cleopatra • The different Egyptian gods, including their roles and appearances 	<p style="text-align: center;"><u>Vocabulary</u></p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="624 432 791 705"> <p>Artefacts</p> <p>Ancient Egypt</p> <p>Mummified</p> <p>Hierarchy</p> <p>Influence</p> <p>Gods</p> <p>Goddesses</p> </td> <td data-bbox="791 432 1031 705"> <p>Chronology</p> <p>Reign</p> <p>Embalmed</p> <p>Afterlife</p> <p>Preserved</p> <p>Julius Caesar</p> </td> </tr> </table>		<p>Artefacts</p> <p>Ancient Egypt</p> <p>Mummified</p> <p>Hierarchy</p> <p>Influence</p> <p>Gods</p> <p>Goddesses</p>	<p>Chronology</p> <p>Reign</p> <p>Embalmed</p> <p>Afterlife</p> <p>Preserved</p> <p>Julius Caesar</p>
<p>Artefacts</p> <p>Ancient Egypt</p> <p>Mummified</p> <p>Hierarchy</p> <p>Influence</p> <p>Gods</p> <p>Goddesses</p>	<p>Chronology</p> <p>Reign</p> <p>Embalmed</p> <p>Afterlife</p> <p>Preserved</p> <p>Julius Caesar</p>			
<p>By the end of this unit I will know how to...</p> <ul style="list-style-type: none"> • Describe and compare different pharaohs • Create a timeline to show how ancient Egyptian civilisation developed • Construct profiles about significant people of ancient Egypt 				
 <p style="text-align: center;">Ra Anubis Ma'at Tefnut</p>				

The Learning Passports are created by the subject lead alongside the Curriculum lead. The information is gathered from the Medium Term Plan, as well as extra resources/information on Cornerstones. Two copies of the passport are stuck into the pupil's book: one at the beginning of the unit, and one at the back of the book alongside the other learning passports.

The pupils are able to refer to the passport at the front of their books, to help them understand the different aims of the unit, as well as key vocabulary.

The learning passport at the back of the book, is where the teacher marks. Each of the objectives will be highlighted according to the Brady Marking Policy. The objective will be marked after that lesson objective has been taught. This then enables the teacher to have an efficient way to assess the child at the end of each unit, and at the end of each term when the child must be assessed on Target Tracker. This is also helpful for the teacher that the pupils have the following year, as they have a quick reference point to see each child's previous knowledge.