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Greenfields Primary School

Knowledge · Virtue · Aspiration

Humanities Intent

Greenfields Primary School

Policy owner: Humanities Lead
Date of policy: November 2026
Policy review date: September 2027

1. Geography Intent

1.1 Curriculum Vision and Purpose

At Greenfields, our Geography curriculum is designed to inspire pupils to become curious, explorative thinkers with a diverse knowledge of the world and its people. We aim to "think like geographers" by developing the confidence to question, observe, measure, and analyze the world around us.

Our approach is rooted in the school's core vision: to impart knowledge and cultivate virtue within a safe environment where pupils grow spiritually, morally, and academically. We view the Earth as an Amanah (trust) from Allāh, and our curriculum empowers pupils to be resourceful, active citizens who contribute to the care of our planet.

1.2 Alignment with Greenfields Values

Our Geography teaching is rooted in our core values:

- Be Safe: Pupils learn to protect their environment, recognizing life as a trust from Allāh and safeguarding the world around them.
- Be Responsible: Pupils are encouraged to care for the Earth's resources and fulfill their duties as global citizens.
- Be Respectful: Geography fosters respect for diversity, understanding different cultures and faiths, and treating the world with dignity and care.

1.3 Nature of Geographical Knowledge

Our curriculum focuses on three pillars of geographical learning:

- Substantive Knowledge: Essential facts, including locational knowledge (continents, oceans, countries) and place-specific data.
- Disciplinary Knowledge: The "how" of geography—learning to use maps, conduct fieldwork, and interpret data to reach conclusions.
- Applied Knowledge: Using geographical understanding to solve problems, such as addressing climate change or local environmental issues.

2. History Intent

2.1 Curriculum Vision and Purpose

At Greenfields, our History curriculum is designed to inspire pupils to become curious, analytical thinkers with a diverse knowledge of the past and its people. We aim to "think like historians" by developing the confidence to question, investigate, analyse and interpret evidence from the past.

Our approach is rooted in the school's core vision: to impart knowledge and cultivate virtue within a safe environment where pupils grow spiritually, morally, and academically. We view knowledge of the past as an Amanah (trust) from Allāh, and our curriculum empowers pupils to be reflective, active citizens who contribute thoughtfully to society by learning from history.

2.2 Alignment with Greenfields Values

Our History teaching is rooted in our core values:

- Be Safe: Pupils learn how past events, including conflict and change, have shaped safer and more structured societies.
- Be Responsible: Pupils are encouraged to understand how past decisions impact the present and future, fostering responsible citizenship.
- Be Respectful: History fosters respect for diversity, understanding different cultures, beliefs and perspectives across time.

2.3 Nature of Historical Knowledge

Our curriculum focuses on three pillars of Historical learning:

- Substantive Knowledge: Essential facts, including key events, people, societies and the processes of change and continuity.
- Disciplinary Knowledge: The "how" of History—learning to investigate the past through enquiry, evidence and interpretation.
- Applied Knowledge: Using historical understanding to interpret the present and consider how the past shapes the future.