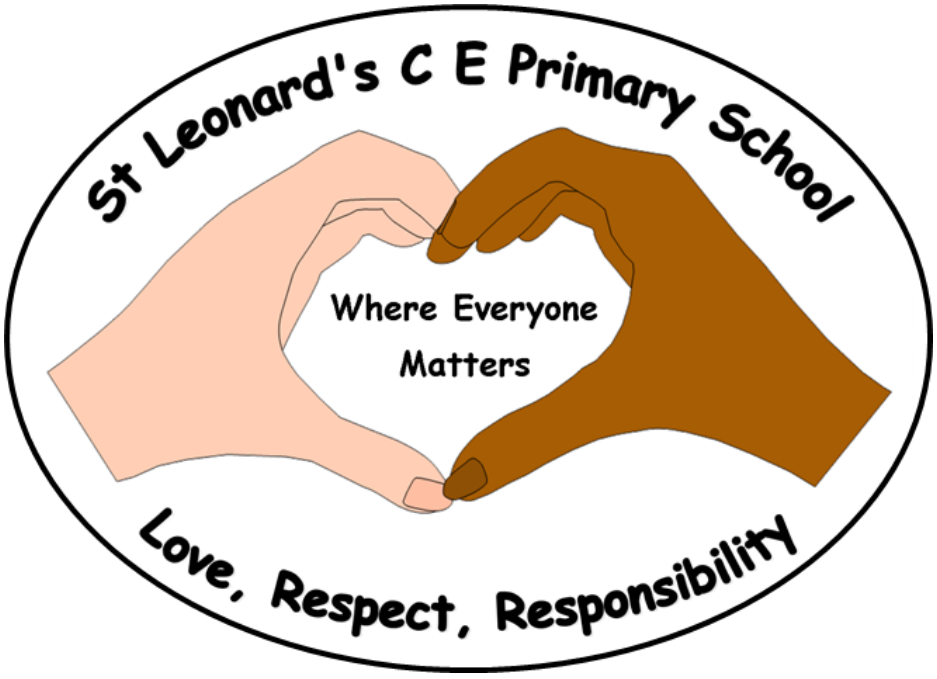
Humanities Policy



Approved by:	**Full Governing Body**
Date:	**November 2023**
Next review due by:	**November 2026**

Christian Values

St. Leonard's is a Church of England School. All policies implemented across the school support the creation of a learning culture which celebrates our Christian vision of preparing children for "Life in all its fullness" and our core values of Love, Respect and Responsibility.

Humanities

Geography and History (humanities) are foundation subjects in the National Curriculum. This policy outlines the teaching, organisation and management of these subjects at St. Leonards C E School.

Geography

High quality Geography teaching should inspire a child's curiosity about the world around them and the people that live within it. They should develop a knowledge of places, people, resources and environments from around the world, together with a deep understanding of the Earth's physical processes. They will develop an understanding of maps, collect, analyse and communicate with a range of data and interpret a range of sources of geographical information. Geography helps the children link their prior knowledge and experience to the processes and skills they are developing which furthers their understanding of the world around them. This should inspire and challenge the children to further investigate and develop their understanding of the world.

Curriculum coverage:

Key Stage 1 - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught:

Locational knowledge- for example naming the countries and capital cities of the UK and its surrounding seas

Place knowledge- helping children understand geographical similarities and differences between a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography –for examples seasons and weather patterns in the UK and other hot and cold areas of the world.

To use basic geographical vocabulary to refer to: key physical and human features, for example, beach, cliff, coast, and house, office and harbour.

Geographical skills and fieldwork – to use world maps, atlases and globes

To use simple compass directions and locational & directional language.

To use aerial photographs as sources of enquiry, devise simple maps and use simple fieldwork and observational skills to study the geography of their school and its surrounding areas.

Key Stage 2- Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They should also develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught, building on skills learnt in KS1:

Locational knowledge- pupils should locate the world's countries using maps, looking at key physical and human characteristics and topographical features. They should also identify key features of the globe such as the Equator and Northern & Southern Hemispheres.

Place knowledge – to understand geographical similarities and differences of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography - to describe and understand key aspects of: physical geography, for example including: climate, rivers and mountains and human geography for example including: types of settlement and land use.

Geographical skills and fieldwork – to use maps, atlases, globes and digital/computer mapping, to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps. To use fieldwork to observe, measure, record and present the human and physical features in the local area.

History

A high-quality history education will help pupils to gain knowledge about the past in Britain and the wider world and develop chronological awareness of the past. High-quality teaching should inspire pupils' curiosity about the way that modern societies are influenced by significant cultures, events and individuals from the past. Pupils should be equipped to think critically, weigh evidence, develop perspective and judgement, and ask perceptive questions about the causes and consequences of important moments in history, reflecting and drawing their own conclusions on a variety of issues. History helps pupils understand the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the significance of their time. Each year, we hold a Black History Week to celebrate Black contributions to British society, and to foster an understanding of Black history in general.

Curriculum coverage:

Key Stage 1 - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time, developing a wide vocabulary of historical terms. They should know where the people and events they study fit within a chronological framework, be able to sequence artefacts from different periods of time, and identify similarities and differences between ways of life in different periods. They should ask and answer questions about the past using a variety of sources. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about: changes within living memory, significant events beyond living memory that are significant nationally or globally [for example, the Great Fire of London) and the lives of significant individuals from the past who have contributed to national and international achievements. They should also be taught about significant historical events, places in their own locality, and people from a variety of different cultural backgrounds. Currently children learn about The Great Fire of London, Gunpowder Plot, First Moon Landing and changes within living memory. They also study the varied lives of Mary Anning, John Cadbury, Christopher Columbus, Guy Fawkes, Samuel Pepys, Mae Jemison, Buzz Aldrin and Neil Armstrong.

Key Stage 2 – Pupils should build upon skills learnt in KS1 and continue to develop a chronologically secure understanding of local, British, and world history. Children should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should create informed responses that involve thoughtful selection and organisation of relevant historical information about change, cause, similarity and difference, and significance. Children should also be equipped to compare factual and fictional accounts of events and offer reasons for the differences between these, and therefore become increasingly aware that not all historical sources are reliable. They should understand how our knowledge of the past is constructed from a range of sources.

Teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Children are learning about:

Britain's settlement by Anglo-Saxons and Scots

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor

A local history study – currently Banbury in WW2

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - currently World War II

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared – currently the Mayans

A non-European society that provides contrasts with British history - currently Ancient Egypt

Humanities in the Early Years Foundation Stage:

During Nursery and Reception children develop the foundations of their Humanities learning. The area of learning 'Understanding The World' helps children to develop early skills such as learning about similarities and differences between places. They are also encouraged to talk about their own immediate environment and how environments may vary from one to another. Children are taught and encouraged to talk about the locality through the use of songs and the small world provision area. During these sessions, the children are encouraged to discuss the weather and seasons as well as the environment.

Global Learning

As a school we are committed to ensuring children learn about different cultures around the world. Each year, in July, we have a Global Learning Week. In this week, each class/year group learns about a country around the world: its geography, culture, food and history. The children then prepare work for a Global Learning exhibition for parents in the hall.

Learning experiences:

First hand experiences should be at the heart of work in Humanities. These experiences will be varied and may include working outside the classroom, visits to sites of geographical and historical interest, using and handling objects, photographs and other sources of evidence and information. Risk assessments will be carried out for any activity deemed necessary. There are a wide range of resources available in school which give children real experiences of ideas which are often abstract.

Planning:

Humanities is planned for through long term and medium term plans. There is an expectation that from Year 2 onwards, there will be a piece of extended writing based around Humanities each term (6 per year). We believe this gives a meaningful context for writing and allows children to make cross-curricular links. In each term, a meaningful reading activity linked to the topic being studied should also be included. This should further the pupil's knowledge and understanding of the topic they are studying, allowing for a meaningful cross-curricular link with skills taught in other lessons.

Geography and History are planned into our topics for Key Stages 1 and 2 - sometimes as the main focus of the topic. A balance between the Geography and History components of the Humanities Curriculum will be achieved through careful key stage planning and thorough monitoring from the Humanities Leader. Continuity and progression in each key stage will be achieved through the gradual extension of skills, concepts and content in topic planning. Planning is scrutinised by the Humanities Leader and senior leadership team to ensure there

is continuity of skills. All planning is also available for teachers to look at on the shared area which facilitates the sharing of good practice.

Assessment:

As good practitioners we are continually assessing our pupils. Our assessments will be in part diagnostic, allowing us to match the correct level of work to the needs of the pupil, thus benefitting the pupil and ensuring progress. All pupils are teacher assessed in Humanities on an ongoing basis during the year. This should be done using the assessment grids for Geography and History, which should be placed at the front and back of the 'Topic' books respectively.

Monitoring and Evaluation:

The role of the Humanities Leader is to:

- Write, carry out and evaluate a yearly action plan – in line with the School Improvement Plan.
- Monitor planning and ensure coverage is in line with the National Curriculum.
- Carry out book scrutinies to ensure children have a range of experiences and there is a range of writing opportunities linked to the topics.
- Organise Global Learning Week.
- Keep up to date with any recent documentation from the Department for Education about the Humanities curriculum.
- Organise and purchase resources to support the curriculum.
- Meet with the Head Teacher to discuss and monitor the subject.