



Humanities Policy

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Curriculum Intent for History

At Thornhill Primary we aim to provide a high quality history curriculum which should inspire in children a curiosity about the past and that of the wider world. We want our children to develop their knowledge, understanding and skills through enquiry based learning tasks, asking questions about the past as they make comparisons with the present, progress in their development of skills in being able to analyze and evaluate and develop an interest in the past. We will do this by having an emphasis on cross-curricular teaching, providing opportunities and experiences and encouraging children to build resilience and become creative and critical thinkers. **Curriculum**

Intent for Geography

We believe that Geography helps to provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their own place in it. We will do this by enabling children to develop knowledge and skills that are transferable to other curriculum areas through enquiry led learning, promote their spiritual, moral, social and cultural development and encourage the children to be curious about the world around them. We believe that this is important for making the curriculum relevant and meaningful to pupils.

Introduction

This policy outlines the teaching, organisation and management of the Geography and History curriculum taught at Thornhill Primary School. Geography and History are essential parts of the National Curriculum. They provide a means of exploring, appreciating and understanding the world in which we live and how it has evolved.

Aims

Our Humanities curriculum here at Thornhill aims to:

- History - To provide pupils with opportunities to investigate the past and make sense of why and when important events happened, as well as introducing key historical figures. History also contributes to children's knowledge of other people's countries and cultures.
- Geography - To provide pupils with an opportunity to study the world and the human and physical processes which help to shape it. Pupils have a chance to study their local area and contrast it with other places around the world. Geography enables children to gain a greater understanding of the lives and cultures of people from around the world.

Through our teaching of Humanities we also wish to provide children with:

- A broad and balanced education for all pupils
- Opportunities to work together as a whole school community
- Opportunities to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support for spiritual, moral, social and cultural development
- Support for physical development and responsibility for their own health, encouraging them to be active.
- A positive attitude towards learning
- A willingness to learn and aspire to be the best
- Valuable feedback
- Equal access to learning and high expectations for every pupil with appropriate levels of challenge and support

Teaching History and Geography

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We recognize and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

Geography starts from the child's immediate environment and the child's own effect on that environment. Through visits into the local community, their egocentric world is extended through first hand experiences, building up their geographical knowledge and skills. As they become able to tackle more abstract ideas they move onto studying places around the world, hot and cold countries, thinking about what it is like to live there, how we can look after our environment and looking in more detail about what our environment is like. In Geography, we encourage children to ask as well as answer questions and offer them the opportunity to use a variety of methods to gain information. This includes maps, data, fieldtrips, photos, pictures, geographical equipment. Wherever possible, the children take part in practical activities to experience 'real' geography.

Organisation and planning

- We ensure National curriculum coverage of the non-core subjects through a cross-curricular, thematic approach that promotes teacher and pupil ownership of a skills based curriculum.
- We have created a breadth of opportunities which allocates the national curriculum objectives to the appropriate year groups. These objectives are then used to create medium-term planning.
- We aim to create and explore knowledge, skills and experiences that give purpose to writing and excite learners through contextual, memorable and meaningful lessons and themes.
- We provide opportunities for high quality enrichment experiences including educational visits, themed days and parent workshops.

Here at Thornhill we like to provide a variety of enriching teaching approaches which are encouraged through:

- Questioning and answer sessions, discussions and debates.
- Individual and group research tasks.
- Investigating and exploration of maps, artefacts, photographs, written documents and other sources of evidence.
- Computing- interactive whiteboard and internet resources, iPads, cameras and other visual and audio resources.
- Trips and visitors.
- Special Events such as 'Around the World Day', 'History Days', 'International Women's Day', 'Olympics', Black history Month, etc.

Please refer to our EYFS policy for information on how our early year's curriculum is delivered.

Key Stage 1 Unit Overview

Year 1	<u>Autumn 1</u> Houses and Homes- Timelines	<u>Autumn 2</u> Map work Guy Fawkes	<u>Spring 1</u> Significant people- Florence Nightingale	<u>Spring 2</u> Place Knowledge- local history	<u>Summer 1</u> Kings and Queens- Royal family.	<u>Summer 2</u> Katie Morag- beside the seaside.
Year 2	<u>Autumn 1</u> 7 continents and 5 oceans-	<u>Autumn 2</u> The Great Fire of London	<u>Spring 1</u> Contrasting place for comparison- Antarctica-	<u>Spring 2</u> Significant people- Robert Falcon	<u>Summer 1</u> Tudor/Victorian times compared to royal families	<u>Summer 2</u> Castles in the UK. Weather.

	compass directions.		South Pole	Scott	of today.	
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Lower Key Stage 2 Unit Overview

<u>Year 3</u>	<u>Autumn</u> Stone Age and Iron Age UK map work Settlements and land use	<u>Spring</u> The Romans Water Cycle	<u>Summer</u> A local History Study Volcanoes Earthquakes
<u>Year 4</u>	Saxons and Viking World Human Geography	Ancient Egypt Comparative study	WW2 UK Counties, rivers Europe

Upper Key Stage 2 Unit Overview

<u>Year 5</u>	Ancient Greece European Geography	British Monarch from 1066 Comparative studies	Discovery of the equator Longitude and latitude
<u>Year 6</u>	Mayan Civilisation Central America	Crime and punishment International Criminals	Bletchley code break Local area comparison – Kingswood Trip

Monitoring and Assessment

Subject Leaders monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Regular book scrutiny.
- Monitoring of termly planning.
- Learning Walks, observations and displays of children's work.
- Assessing attainment on Target Tracker termly.
- Pupil Questionnaires and discussions.
- Talking to children.

Resources

There is a wide variety of resources available for this subject area to support the teaching and learning of Humanities. There are organised topic boxes which include a bank of photographs, books, artefacts, maps, posters, role play resources and more. Resources are updated during the summer term ready for the new academic year.

Cross-curricular links

Literacy

Humanities contribute significantly to the teaching of literacy in our school by actively promoting the skills of reading, writing and speaking and listening. Children develop these skills in many ways including through composing/reading reports, letters, explanatory texts and participating in debates of a geographical and historical nature.

Mathematics

Humanities contribute to the learning of mathematics in a variety of ways. Children use numbers and analytical skills, e.g. statistics, timelines, charts and graphs. They also have the opportunity to use and apply skills needed to interpret and handle data in the form of graphs, maps and diagrams, e.g. census information, map skills.

Humanities can be linked to work in other curriculum areas including: art, drama and science.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to inform planning and differentiate work for all groups of learners, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achievement.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects through the teaching of specific vocabulary.

Children with Special Educational Needs (SEND)

There are some occasions when children will need support to overcome a learning difficulty or to ensure that the curriculum fully extends their abilities. Overseen by the Special Needs coordinator (SENCO), teachers and teaching assistants, these children are supported either on a one-to-one basis or in a small group.

More - able and Talented Children

Our school is committed to making provision for children who achieve at a high level. Opportunities are given for those children to develop their talents right across the curriculum. The successes and achievements of all children are celebrated each week in our celebration assembly.

The Role of the Subject Leader

‘Subject leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils’.

According to Ofsted, an effective subject leader needs:

- Accurate knowledge of the school’s and pupils’ strengths and weaknesses
- To be knowledgeable in their subject and have authority and influence
- Clear expectations for raising and maintaining standards
- A range of monitoring and evaluating procedures to improve teaching and learning
- Well established systems for collecting, analysing and using assessment data
- To develop a shared vision and collaboration between staff