

Savile Town C.E (C) Infant and Nursery School



Humanities Policy

At our school we celebrate our faith diversity and provide a safe environment where our children are happy to learn. We are kind, caring and respectful to others. We aim to inspire future generations of our school and community to become lifelong learners.

Introduction and Rationale

This policy outlines the teaching, organisation and management of the Geography and History curriculum taught at Savile Town 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. Geography explores the relationship between the Earth and its people. Geography stimulates curiosity and imagination and we aim to build children's geographical awareness by developing key skills, understanding and knowledge of the world. History is about developing an awareness of the past, through teaching about people, events and changes. Children should develop a chronologically secure knowledge and understanding of local, British and world history. Historical study is a process of enquiry. Using the evidence available to us, we can draw conclusions about what life was like in the past and gain a better understanding of the world today. At Savile Town school we are working within a 'creative curriculum' which offers children the opportunity to study their topics through more cross curricular planning and activities. Use of the local area, school trips and increasing 'out of classroom learning experiences' helps raise children's motivation levels and provides opportunities for progress across all curriculum areas.

Good geography teaching aims to:

- Inspire pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives;
- Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes;
- Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments;
- Acquire Geographical knowledge, understanding and skills;
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

(Taken from the New Primary Geography Curriculum -Reference: DFE-00186-2013)

Intent:

- Ensure the National Curriculum for geography is implemented across the school and is designed and taught effectively to demonstrate progress.
- Carry out a local Geographical study and compare to an alternative location.
- Cross curricular links and ensure children have access to maps, atlas and globe.

Implementation:

- Design and construct a varied and engaging long term plan that is ambitious and ensures the topics are linked to the National Curriculum but are also linked to the interests of the children in school.
- Use a variety of maps including Ordnance Survey.
- Ensure that resources / classroom displays support the learning of all children.
- Children have access to technology to access digital maps.
- Children have the opportunity to explore the local environment and develop field work skills.
- Ensure that the children have an understanding of the local and wider community through working with the local school and churches.

Impact:

- Children will develop contextual knowledge of globally significant places, both land and sea.
- Children will understand how the geographical features of the world can vary and change over time.
- Children will be able to collect and analyse data.
- Children will learn to read and interpret maps, globes etc.
- Children will gain a deeper knowledge of their community.

Good history teaching aims to:

- Help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world;
- Inspire pupils' curiosity to know more about the past;
- Equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement;
- Help pupils understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and challenges of their time.

(Taken from the New Primary History Curriculum -Reference: DFE-00186-2013)

Intent:

- Children are engaged and motivated to deepen their knowledge further in specific areas linked to the curriculum
- Develop cross curricular links and strengthen further links with the local and wider community and global world.
- Deepen children's knowledge and understanding by planning extra-curricular visits.
- Increase the children's knowledge of local history and environment.
- Learn how to interpret the past using high quality primary and secondary source materials.
- Encourage children to build up a deeper appreciation of where we come from and what aspects of history have influenced modern day.

Implementation:

- Design and construct a varied and engaging long term plan that is ambitious and ensures the topics are linked to the National Curriculum but are also linked to the interests of the children in school.
- Teachers have good knowledge of the subject they are teaching.
- When designing a bespoke medium and long term plan links are made to ensure that the current topic is taught across all subjects.
- Ongoing - guest speakers are invited from the local and wider community to share their knowledge of the surrounding area. These have included visitors linked to the local church.
- School trips planned as appropriate.

Impact:

- Children are engaged and motivated to learn, to develop their understanding further.
- Learners develop a detailed knowledge.
- Ensuring that cross curricular links are made and therefore deepens the children's knowledge.
- Children understand the importance of presentation and quality of work is essential in all areas.
- All children from nursery to year 2 increase their knowledge of the area they live.
- Engage all children more thoroughly, especially those children who learn in a more visual and interactive manner.

Early Years

Children in the Early Years (2 Year Olds, Nursery and Reception) learn about History and Geography through the specific area of *Understanding of the World*. It involves the children making sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

The Early Learning Goals (ELG) for Understanding of the World are:

Past and Present: Talk about the lives of the people around them and their roles in society;

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants;

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

These are the statements that the children in the Early Years work towards and are expected to achieve by the end of their Reception year.

The National Curriculum for Geography

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.

Location knowledge

- name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;
- use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

- use simple compass directions and locational and directional language to describe the location of features and routes on a map;
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key;
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;

The National Curriculum for History

Key Stage 1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. 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 will be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- Events beyond living memory that are significant, nationally or globally;
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods;
- Significant historical events, people and places in their own locality.

Humanities curriculum planning

Planning is matched to whole school termly 'topics' , whilst ensuring there is coverage of the requirements of the new National Curriculum (2014) and EYFS curriculum. Planning is carried out in year groups to ensure continuity and progression so that children are challenged as they move up through the school.

Differentiation is used to ensure all children are able to achieve and are given equal opportunities to learning irrespective of race, gender, creed, nationality or disability. Understanding of, respect for and tolerance of all cultures will be promoted through the study of humanities.

Through the cross curricular teaching of Humanities we also aim to improve pupils' skills in Literacy, Numeracy and ICT as well as developing their thinking skills.

Resources

We provide pupils with a range of sources of information to find out about the topics being taught and these resources are monitored and adapted as needed.

A variety of resources are available for Teachers to use for teaching Humanities. Resources available include: reference books, commercially available packs produced to support topics, textbooks, DVDs and CD-ROMs, teacher prepared materials, pictures, photographs, artefacts, maps and atlases and globes. Resources will be kept in the resources room and in classrooms. Fieldwork is carried out within the school grounds and around the local area to support both History and Geography teaching. Trips are also made to relevant locations which will stimulate the pupils' interest.

The Role of the co-ordinator

- Ensure policy and practice is dynamic and responds to the needs of the school while fulfilling its obligations with regard to the national curriculum and changes to it.
- Monitor progress in geography and history and support colleagues in planning for history assessment/evidence keeping
- Monitor resources and update when appropriate
- Keep up to date with developments in geography and history education and inform colleagues as appropriate

Monitoring and Evaluation

The subject leader for Humanities will carry out monitoring through strategies such as:

- Work scrutiny
- Learning walks
- Discussion with pupils
- Classroom Drop-ins to identify areas for improvement
- Discussions with teachers
- Monitoring teachers planning

Reviewed by staff -

To be reviewed by -

Agreed by *Governors* -

Date: