

St. James CE Primary School



St. James CE Primary School

Humanities Policy (History/Geography)



Flourish
Respect Courage
Friendship Develop
Strong Growth
Community StJames' Strive
God Trust Kindness
Freedom Unique Perseverance
DeepRoots Positivity
WholeChild
Responsibility

Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

Our School Vision:

Within our community we strive to develop deep **roots**, strong **growth** and freedom to **flourish** as a unique and whole child of God.

Matthew 13 - The Parable of the Sower – ‘... but the seed falling on good soil refers to someone who hears the word and understands it.produces a crop, yielding a hundred, sixty or thirty times what was sown.’



Values

We decided at St James CE Primary School that **Kindness and Respect** are values which we feel underpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen.

½ termly focus	Value
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

St James' CE Primary School is committed to the safeguarding of our pupils and staff.

(Geography and History)

Introduction

At St. James CE Primary School, History and Geography skills are taught through our Curriculum Maestro Subscription , which is a skills/ knowledge based curriculum. The National Curriculum outlines that these are both foundation subjects in Key Stage 1 and 2. This policy outlines the intention, implementation, intent and management of these subjects in our school.

Geography is the study of real places, the human and physical processes which shape them and the people who live in them. It helps children to develop 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.

History is the study of people, cultures and places of the past and how we know about them. The teaching of history enables pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It teaches children to understand how events in the past have influenced our lives today- to understand the present we need to know about the past.

Intent

In geography, our intention at St James' is to teach our children about the physical and human features of the Earth, encourage our children to appreciate the wonders of the world and how to protect our environment and its living things.

In history, our intention at St James' is to give our children numerous opportunities to explore significant historical events, people and places. As they move through the school, children will have the opportunity to study British and World History. Through the teaching of a range of topics, it is our aim that children will develop the skills of enquiry, investigative analysis, evaluation and presentation.

We believe that the humanities' curriculum should give the children a lifelong interest in learning about the past and the world around them.

Intension for Geography

Geography teaching offers opportunities to:

Stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface; foster children's sense of wonder at the beauty of the world around them; help children to develop an informed concern about the quality of the environment and the future of the human habitat and enhance children's sense of responsibility for the care of the Earth and its people.

In order to achieve these intensions pupils are given opportunities to:

- carry out fieldwork
- learn how places are similar and different; how they are linked to other places and to the wider world
- learn about the physical and human features of environments and how we are influenced by, and affect, environments.
- carry out investigations which focus on geographical questions
- develop geographical enquiry and skills.

St James' CE Primary School is committed to the safeguarding of our pupils and staff.

Intension for History

History teaching offers opportunities to:

Develop a sense of time, placing events, people and changes within a chronological framework; develop a knowledge of the characteristics of people living in particular periods, including attitudes and beliefs and their social, cultural, religious and ethnic diversity; to identify different ways in which the past is represented and make thoughtful use of a variety of sources; to develop the skills of enquiry, investigation, analysis, evaluation and presentation; to develop the ability to describe and analyse reasons and results of events, situations and changes studied, making links between periods; have a lasting interest in, and enjoyment of, learning about the past.

Curriculum Organisation and Approaches

The humanities curriculum offers a wealth of possibilities for contexts and tasks where pupils can apply their knowledge, skills and understanding creatively. A variety of approaches will be used to cater for differing learning styles: visual, auditory and kinaesthetic.

- Whole class teaching
- Fieldwork/visits (local and further)
- Themed activity days in school
- Use of reference books, artefacts, ICT
- Atlases/maps/globes, pictures/photographs and other resources
- Story
- Timelines
- Individual/group/class projects
- Classroom displays
- Role play and drama
- Artwork/model making/ craftwork
- Map work
- Site and educational visits
- Problem solving /debates/ reconstructions
- Thinking Skills using a range of Mind mapping formats
- K.W.L. activities (what I know, what I want to know, what I have learnt)
- Reflective questioning
- Cause and effect
- Visitors

Implementation

History and Geography is delivered to help us achieve a creative and thematic approach to learning that is mapped to the Primary National Curriculum to ensure comprehensive coverage of national expectations. At St James' we use the Curriculum Maestro subscription to help teachers plan lessons and topics that explore history and geography through a variety of activities.

We raise aspirations, develop positive learning attitudes, provide a purpose and relevance for learning through our curriculum. Ultimately, this will help every child find and develop their own personal strengths and interests. Through the Cornerstones Curriculum Maestro programme, the children's learning is taught through the following headings:

St James' CE Primary School is committed to the safeguarding of our pupils and staff.

- **Memorable Experience** - children use a range of sources or artefacts to build a picture of an event, person, place or time that they will learn about.
- **Engage** - children immerse themselves in their theme gaining knowledge, vocabulary and understanding.
- **Develop** - children build upon this knowledge to gain a deeper understanding and use their skills in a meaningful way to gain a better understanding of the world.
- **Innovate** - children broaden their understanding of the world to promote higher order thinking.
- **Express** - children reflect on their initial thoughts after research to formulate a well-thought-out opinion based on evidence.

Children are taught the key geography and history skills through these units, which may also offer the opportunity for cross curricular and creative work linked to Art & Design, Maths, English and Computing. Each topic/unit will end with a reflection of their learning, by completing a review of what they have learnt.

Humanities in the Foundation Stage

The Early Years and Foundation Stage children currently follow the Early Years Statutory Framework, with Humanities as part of 'Knowledge and Understanding of the World'. In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This forms the foundation for later work in Science, Design and Technology and Computing, as well as History and Geography.

Children have opportunities to:

- talk about past and present events in their own lives and in the lives of family members.
- Understand others don't always enjoy the same things, and are sensitive to this.
- learn about similarities and differences between themselves and others, and among families, communities and traditions.
- explore similarities and differences in relation to places, objects, materials and living things.
- talk about the features of their own immediate environment and how environments might vary from one another.
- make observations of animals and plants and explain why some things occur, and talk about changes.
- undertake a local / heritage study in the final summer term

The contribution of humanities to other subjects (Cross Curricular Links)

English

History and geography contribute significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing historical and geographical questions or presenting their findings to the rest of the class. They develop their writing ability by writing in a range of genres directly linked to the area being studied. Reading across the curriculum is also promoted by a range of texts that are shared throughout the topic/unit.

St James' CE Primary School is committed to the safeguarding of our pupils and staff.

Mathematics

History and geography teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as timelines and chronology. Children learn to interpret information presented in graphical or diagrammatic form, for example interpreting survey information by analysing population statistics. Roman numerals, time and statistics are some of the units of maths which have been successfully linked through the topics/units.

Computing

We use computing in history and geography teaching where appropriate and we meet the statutory requirement for children to use computing as part of their work at Key Stages 1 and 2. Children use computing to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the digital camera to record and use photographic images and they communicate with other children through our 'google classroom' class pages on the stream.

Personal, social and health education and citizenship (PSHCE)

History and geography contribute significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society have changed and the impact that has had on the world today. Through links to the British Values and our own school values, they discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. This is especially developed in Yr6 when they look at 'Maafa'. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development (SMSC)

When teaching history and geography, we contribute to the children's spiritual development. They are encouraged to ask and offer answers to difficult questions. They have time to reflect on how their learning may have impacted on them. We encourage discussion, debate, creativity, empathy, respect and tolerance of themselves, others and the world around them. Children learn about the role of the church in the past and they find out how British society has changed over time. The history and geography programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Continuity and Progression

Continuity, or the persistence of significant features of education, allows pupils to build on their knowledge and understanding. To ensure continuity occurs, many skills and some concepts are revisited:

- History is taught chronologically through the Curriculum Maestro subscription.
- Basic map skills are practised regularly, in all year groups.
- The local area or environment is investigated in Y1/2, Y3/4, Y5/6 within geography

St James' CE Primary School is committed to the safeguarding of our pupils and staff.

* Heritage studies are completed across the school from Reception to Year 6 in the final summer term

Progression

The Curriculum Maestro History and Geography subscription follows a range of areas to ensure that children progress and that their knowledge and skills is build upon. In history the progression units follow:

- Everyday Life
- Hierarchy and Power
- Civilisation
- Report/ conclude and civilisations
- Artefacts and sources of information
- Local History (Summer Term)
- Compare and contrast life
- significant events/people/places
- British history
- Chronology

These units allow aspects within the headings to be taught by each year groups and ensure that their knowledge and skills progress and are related to previous learning in order to develop children as historical thinkers.

Within Geography the children to learn and progress through:

- Human features and landmarks
- Settlements and landmarks
- Climate and weather
- Physical features and processes
- Environment and sustainability
- Locations around the world
- Mapping / significant places
- Geographical changes

Progression is concerned with advances in pupils' learning. The Curriculum Maestro units/ topics for History ensures children understand chronology, continuity and change and can make links between different 'periods' of time in KS2. In KS1, children's historical understanding is taught as a 'theme'.

Resources

Resources are mainly stored in the cupboard within the KS1 area which is clearly labelled and organised into different topic areas. Teachers have specific resources related to their topic stored in their classrooms. The subject leader is responsible for the management and organisation of the resources. There is a range of educational software to support the children's individual research on the school's laptops.

Evidencing Learning

All children will keep a Learning Challenge Log in which they will build up written and pictorial evidence of their historical and geographical learning. This will be a compilation of work in school, at home and may also include children's own interests. All challenges are considered complete once the child has produced either an extended piece of writing which pulls together their learning for that particular enquiry

St James' CE Primary School is committed to the safeguarding of our pupils and staff.

or taken part in celebration of their learning. Evidence of learning may also be present in literacy books, reading books, classroom displays and through teacher/pupil discussions.

Assessment and Recording

Assessment, recording and reporting of humanities is in line with the whole school policy. Teacher observations and scrutiny of work form the assessment of the pupil's knowledge and understanding, in relation to the relevant descriptors in the National Curriculum. Overall teacher assessments, including the coverage of all skills and knowledge taught, provide information about progress and help to inform planning and reporting. Children's progress in all subjects, including the humanities, is reported to parents in the annual report.

Health and Safety

Teachers ensure that they follow the guidelines in the School Health and Safety Policy and the Risk Assessment Policy at all times, especially when taking children away from the school site.

Equal Opportunities

Teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible to fulfil their potential, regardless of gender, race or ability.

Inclusion

All children (including those with Special Needs) are given equal access to the programmes of study at each Key Stage, in ways appropriate to their abilities. Children will be given the support they require, as far as possible, to ensure that they can participate in all activities, including fieldwork.

Radicalisation

As a school we are aware that during the teaching of humanities a teacher or assistant may become concerned that a child is at risk of being radicalised, possibly through what they say, discuss, write or draw. The adult has a responsibility to follow our safeguarding and reporting procedures. Please refer to our safeguarding policy.

Review and Monitoring

It is the role of the subject leader to review and monitor humanities in the school and to report back to the head of school/executive headteacher. This is done through discussion with staff and pupils, classroom observation and inspection of planning and children's work, on a regular basis.

Impact

All children at St. James, we have a child-centered approach which aims for our children to leave our school with a good understanding of a range of topics. We use our Christian values to guide and support our children to leave us with a broad, rich and deep knowledge of the world past and present. They will be able to identify some key individuals and understand their significance in history and be able place them into the wider contexts of history so that they can compare them with those that

St James' CE Primary School is committed to the safeguarding of our pupils and staff.

they will learn about in KS3. Children will understand that there is a 'narrative' to history which is based upon our understanding of the past and how we must keep learning about it to understand the future. They are able to transfer the skills that they have mastered into wider contexts and are prepared for the next stages of their education. We hope that we have planted the seeds of inquisitiveness and inspired them to always have their minds open to new learning

In geography children will have secure understanding of human and physical conditions on the Earth's surface ensuring they are able to develop an informed concern about the quality of the environment and the future of the human habitat and enhance children's sense of responsibility for the care of the Earth and its people. Children will be able to discuss and debate relevant environmental issues with sound knowledge of pollution, habitats, erosion etc.

We review learning and the impact of our teaching by evaluating pupil voice, tracking attainment and progress. We celebrate and share highly effective practice proven to have an impact upon the children's learning. We continuously strive to improve the impact of the cornerstones' curriculum maestro by highlighting areas of development so that the learning remains memorable and has an impact on the experience, skills and knowledge developed.

Background Documentation

This policy has been devised:

- By assessing the position of teaching and learning of History and Geography in School at present, including audits, discussion at Inset and Staff Meetings.
- By discussions with Staff and Head of school as well as our Link school leader Ms K Knott (FWSG).
- With reference to History and Geography in the National Curriculum.
- Read by Staff and Governors and accepted.
- * English Policy
- *Guidance and support provided through our membership and subscription to Curriculum Maestro.

Policy Review Reviewed – December 2022

Next review date – December 2023