

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

St. James CE Primary School



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Humanities Policy (History/Geography)

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

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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

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Humanities Policy (Geography and History)

Introduction

At St. James CE Primary School, History and Geography are taught through our bespoke skills and knowledge-based curriculum alongside the requirements of The National Curriculum. 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 features 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 at St James' enables pupils to gain a concise and 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 historical and geographical enquiries, it is our aim that children will develop the skills of enquiry, investigative analysis, evaluation and presentation. We believe that our humanities curriculum gives our 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 a sense of wonder at the beauty of the world around them; help to develop an informed concern about the quality of the environment and the future of the human habitat and enhance a 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.

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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 and needs.

- 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
- reflective questioning
- cause and effect
- visitors, visits, workshops

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 a bespoke curriculum to ensure lessons and enquiries that explore history and geography through a variety of progressive threads, knowledge and skills.

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.

Children are taught the key geography and history skills through enquiries, which may also offer the opportunity for cross curricular and creative work linked to Art & Design, Maths, English and Computing. Each enquiry ends with a reflection of learning by completing a written task answering the whole enquiry and a quick quiz.

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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)

Reading & Writing

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. Children develop their writing ability by writing in a range of genres directly linked to the area being studied within the humanities. Reading across the curriculum is also promoted by a range of texts that are carefully chosen and plotted to establish clear links and enhance learning in both history and geography.

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, our own school values and our new Global Neighbours initiative, children discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. This is especially developed when children learn about colonisation, black lives matter and the Windrush generation throughout our humanities curriculum. Children learn how society is made up of people from different cultures and develop tolerance and respect for others. Alongside comprehensive planning, consideration has been made to aspects of safeguarding issues with clear documentation outlining potential issues relating to sensitivities.

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Spiritual, moral, social and cultural development (SMSC)

When teaching history and geography, we contribute to the children's spiritual development. Children are encouraged to ask and offer answers to difficult questions and conscientious issues within a safe learning environment. They have time to reflect on how their learning may have impacted on them personally. 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 allows pupils to build on their knowledge and understanding. To ensure continuity occurs, skills and knowledge are carefully mapped

History is taught through;

- themes in Key Stage1 include: *exploration Neil Armstrong & Christopher Columbus, toys, monarchs and the Great Fire of London*
- chronological enquiries in Key Stage 2 include: *Pre-history – Stone Age to Iron Age, Romans, Saxons, Vikings and WW2*
- ancient civilisations include: *Ancient Egypt, Ancient Greece and The Ancient Civilisation of Benin*
- Local history includes: *Forty Hall, the Elenore Cross at Waltham Cross, Whitewebbs House, Enfield Small Arms Factory and Waltham Abbey Cathedral*

Geography is taught through;

- Locational and place knowledge, human and physical geography and geographical skills and fieldwork weaved in throughout all our geography enquiries alongside specialist enquiries specifically designed to develop mapping skills and knowledge
- Key Stage 1 enquiries include: *the weather, urban and city comparisons, England compared to Kenya and a costal enquiry*
- Key Stage 2 enquiries include: *natural phenomena, land use, settlements, rainforests, the USA, trade and economics, the water cycle and the worlds frozen kingdoms – the north and south poles*

Progression

The humanities curriculum ensures progression in skills and knowledge through distant subject specific areas:

Geography Progression of Skills	History Progression of Skills
Locational knowledge Place knowledge Human geography Physical geography Geographical skills Geographical fieldwork Geographical comparisons Using sources Communication & vocabulary	Constructing the past Sequencing the past – chronology Continuity and change Cause and effect Significance and interpretation Historical enquiry Using sources as evidence Communication & vocabulary

Through our carefully planned progression mapping, children's learning ensures understanding and links / threads of knowledge between enquiries that allow them to retain knowledge and develop a deeper understanding of enquiries studied.

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Evidencing Learning

All children keep subject specific books that document and build comprehensive evidence of their historical and geographical learning. This is a compilation of work in school, at home and may also include children's own interests. All humanities enquiries are considered complete once the child has produced an extended piece of writing which pulls together their learning for that particular enquiry and an end of unit quiz (assessment). Evidence of learning may also be present in English writing books, reading books, classroom displays and through teacher/pupil discussions including Pupil Voice interviews.

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 attainment and progress. 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 to enhance their learning through a range of planned cultural capital opportunities.

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. At St James' we use a range of additional strategies and resources such as Wigit to ensure challenge for all.

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 completed through discussion with staff and pupils, classroom observation and inspection of children's work, on a regular basis with our monitoring procedures.

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Impact

We have a child-centered approach to teaching and learning at St James' school which aims for our children to leave our school with a secure understanding of a range of geographical and historical 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 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 and 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 our bespoke humanities curriculum by highlighting areas of development so that 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
- With reference to History and Geography in the National Curriculum.
- Read by Staff and Governors and accepted.
- English Policy – reading and writing

Policy Reviewed – November 2024

Next review date – November 2025