

Welcome to our Humanities page!

question driven evidence collectors - 'feeding' inquisitive minds creatively

Intent - What are we trying to achieve?

Our intent for humanities is to develop children who are curious with a thirst for knowledge. Through our curriculum we inspire children to become independent, critical thinkers equipped to tackle big questions. We encourage a fascination about the world and its history that will remain with them for the rest of their lives.

In geography we intend 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 history we intend 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.

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

Implementation - How can we ensure our intent is put into practice?

At St James' we have developed a bespoke humanities curriculum to ensure stimulating and motivating experiences. 'Big Enquiry Questions' are clearly set out and offer possible teaching activities to cover the skills, understanding and knowledge of each subject area. Each year group has at least two history enquiries and two geography enquiries plus a local history heritage study and a geographical skills enquiry. The concept of the enquiry approach enables children to work through a principal 'Big Enquiry Question' which is answered through subsidiary questions. Children are taught the key geography and history skills through these questions, 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 their learning, by answering the Big Enquiry Question. We expect that children complete at least two written reflections whilst the others can be more creative to reflect on and answer the Big Enquiry Question. For example: museums/art gallery; teaching another year group; presentations to parents, governors or teachers; Reflections encourage children to make the most of their oracy and ICT skills.

In order to achieve these intensions in geography 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.

Year 1

Seasons and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles


Why is the weather so wonderful?



Year 4

Describe and understand key aspects of human geography, including: types of settlement and their use; economic activity including trade links; and the distribution of natural resources including energy, food, minerals and water; soil, rivers, afforestation, glacial and digital computer mapping to locate countries and describe features. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and the wider world.


Why is somewhere to settle?



Year 3

Describe and understand key aspects of physical geography in the context of what is under the Earth's surface, volcanoes, earthquakes, tsunamis and formation.


Is our earth an angry earth?



Year 6

Describe and understand key aspects of human geography, including: types of settlement and their use; economic activity including trade links; and the distribution of natural resources including energy, food, minerals and water in the context of UK reports and exports including fair trade, global supply chains and changing trade links. Locate the world's countries, using maps to focus on Europe (including the borders of Russia and North and South America), concentrating on their environmental regions. Use physical and human characteristics, countries, and major cities in the context of UK reports and exports.

Why is trade and economics important?



- learn, retain and use key geographical terminology and vocabulary with a secure understanding

Year 2

Is our earth an angry earth?

Key Vocabulary List

word	symbol	word definition
tornado		
tsunami		
earthquake		
magnitude		
Richter		
mantle		
magma		
volcano		
erupt		
damnant		

Year 2

Where would you rather live – England or Kenya?

Key Vocabulary List

word	symbol	word definition
human features		
physical features		
harbour		
coastline		
beach		
pier		
promenade		
man-made		

Year 4

Why are rainforests so amazing?

Key Vocabulary List

word	symbol	word definition
forests		
rainforest		
climate		
equator		
tropics		
layers		
canopy		
floor		
emergent		
environments		

Year 5

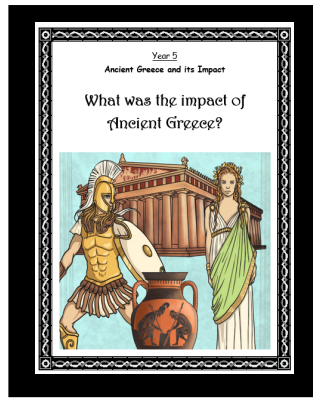
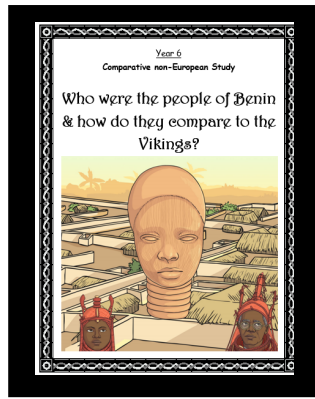
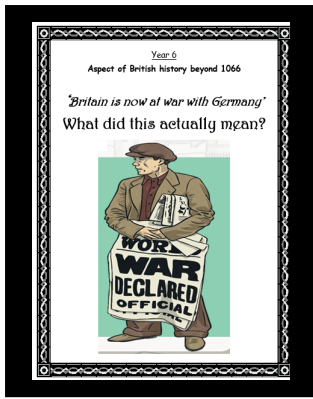
Will we ever see the water we drink again?

Key Vocabulary List

word	symbol	word definition
cycle		
states of matter		
cloud		
precipitation		
flood		
pollution		
evaporation		
formed		
cause		
affect		

In order to achieve these intensions in history pupils are given 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
- * identify different ways in which the past is represented and make thoughtful use of a variety of sources
- * develop the skills of enquiry, investigation, analysis, evaluation and presentation
- * 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.



- learn, retain and use key historical terminology and vocabulary with a secure understanding

Year 3
What does pre-history tell us? – Stone Age to Iron Age
Key Vocabulary List

archaeologist		
bronze		
Celt		
century		
conflict		
copper		
roundhouse		
hillfort		
invention		
iron		
nomadic		

Year 3
Why were the Romans so powerful and what did we learn from them?
Key Vocabulary List

invasion		
conquer		
empire		
emperor		
aqueduct		
colosseum		
amphitheatre		
hypocaust		
barbarian		
artefact		
rebellion		

Year 4
Ancient Civilisations - Egypt
What can we rediscover about ancient civilisations?
Key Vocabulary List

word	ant	ant	ant	word definition
civilisation				
ancient				
hieroglyphics				
mummification				
pharaoh				
pyramid				
sarcophagus				

Year 5
What was the impact of Ancient Greece?
Key Vocabulary List

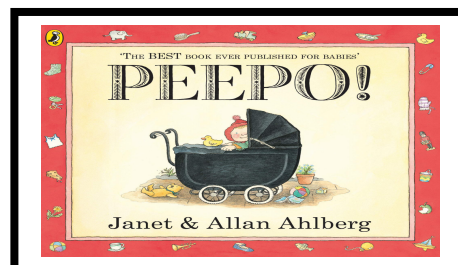
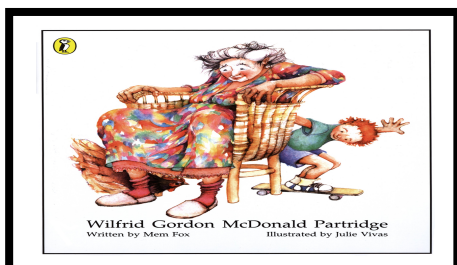
word	ant	ant	ant	word definition
democracy				
Hellenistic				
tyrant				
Minoan				
oligarch				
mythology				
philosopher				

Humanities in the Foundation Stage

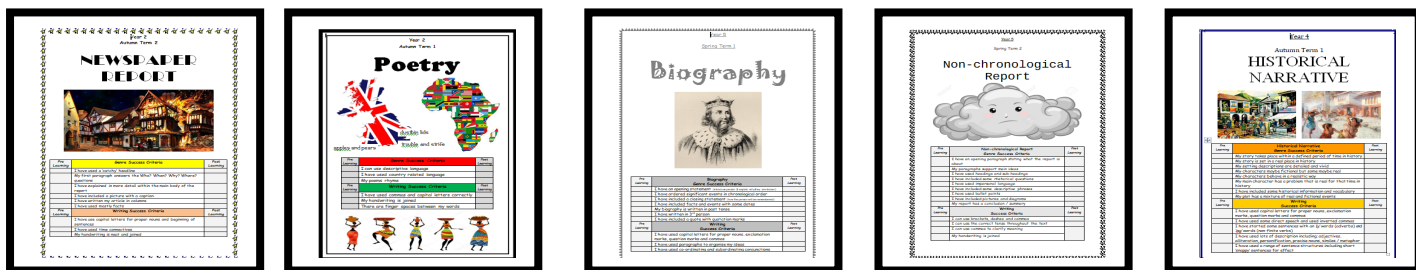
The Early Years and Foundation Stage children currently follow the Early Years Statutory Framework, with Humanities as part of 'Knowledge and Understanding of the World'. In this area of learning, children develop crucial knowledge, skills and understanding that help them to make sense of the world around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

Children in EYFS 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 using books for a stimulus to learning



History and geography contributes 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, school and parents. Children develop their writing ability by writing in a range of genres directly linked to learning within the humanities and reading across the curriculum is also hugely promoted by a range of texts and reading activities within weekly VIPERS sessions.



Year 3 – Cross Curricula Reading Spine (VIPERS)

Curriculum Links	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
VIPERS Core Texts	History What does pre-historic teach us? Science Risk Calculators How to Wash A Woolly Mammoth (F) Michelle Robinson & Kate Hendry Stone Age Boy (F) Sarah Williams Stonehenge (NF) Elizabeth Stone The Pebble in My Pocket (F) Margaret Hodder and Chris Cooke Slag Off the Dump (F) Chris Hoag <i>suggested class read about</i>	Science Can you see me? History What does pre-history teach us? Science The Power of Forces The Dark (F) Lemony Snicket Smooth: A Robustious Shadow (F) Michelle Cooper My Shadow (F) Robert Louis Stevenson Forested (NF) How Does A Lighthouse Work?(NF) Ramon Gallegos My Lighthouse (S) Pete Cole The Lighthouse Keeper's Lunch (F) Candace Aronson and Phyllis Aurolog The Day with the Dragon (F) Alicia E. Kahn <i>suggested class read about</i>	Science Is our earth an empty earth? The Power of Forces Cloudy with a Chance of Moonbeams (F) Julia Sarant Raindrops Keep Falling on My Head (S) B.J. Thomas How Are Rainbows Formed (NF) Earth Science for Kids Sir Isaac Newton and the Apple Story (NF) Loren English Kids Egg Drop (F) The Discovery of Magnet and Magnetism: The Shipyard (NF) The Storm Keepers Island (F) Catherine Stimpert <i>suggested class read about</i>	Science Amazing Bodies Broken Bones (NF) Nemours Kids Health Bone Health in Children (NF) Booth and Child's Bone Health Sugar (NF) Alicia Walsh - Sugar - yes, you're sweet enough! Bills Now! Frack (F) Anne Rice <i>suggested class read about</i> From A Railway Carriage (F) Robert Louis Stevenson Be Glad Your Nose is on Your Face (F) Jack Prelutsky The Owl and the Pussycat (F) Edward Lear The Turned (F) Anthony Brown	Science Our Changing World Leaf History Jackdaws for a tree how deep? The Magic Faraway Tree (F) Enid Blyton <i>suggested class read about</i> A Seed is Sleepy (F) Dunna (Ed) Allen Fight Song (S) Rachael Goldberg Count on Me (S) Diana Meehan From A Railway Carriage (F) Robert Louis Stevenson The Hedgehog (F) Dick King-Smith	Science How does your garden grow? Do It, Talk? (F) Carmen Dale A Seed is Sleepy (F) Dunna (Ed) Allen Why Are Tomatoes A Fruit? (NF) Children's Museum Charlotte's Web (F) E.B. White <i>suggested class read about</i> The Hedgehog (F) Dick King-Smith	

Year 4 – Cross Curricula Reading Spine (VIPERS)

Curriculum Links	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
VIPERS Core Texts	History Why were the Romans so powerful & what did we learn from them? Science Quartz Minerals Ancient Rome (NF) BBC Romulus and Remus (F) Richard Kinging Boudicca: A Celtic Folk Song (S) Taralet The Sound Collector (F) Romain Myrand (F) Catherine Lantier <i>suggested class read about</i>	Geography Where do you think you live? Science Dissolved Oil The History of Electricity (NF) Thomas Edison (B) Electricity from Billy Elliot (S) Ok, the Places You'll Go (F) Cliff Smith If You Were a Kid on the Oregon Trail (F) Alan Granger Electricity (F) J.K. Rowling and Colin Smith <i>suggested class read about</i>	History What can we learn about ancient civilisations & the wonders of Ancient Egypt? The Egyptian Cinderella (F) Jenny Jones Walk Like an Egyptian (S) The Sphinx Seeker of Knowledge: The Man Who Discovered Egyptian Hieroglyphs (S) Janet Sasaki <i>suggested class read about</i> The Time-Travelling Cat and the Egyptian Goddess (F) Julie Sarkis <i>suggested class read about</i> The Sphinx's Secret (F) Nick Bostel	Geography Why is it a very important asset? Science Fossil Fuels It's a Wonderful World: How to Protect the Planet & Change the Future (NF) Jill French Genie's Story (NF) Valentina Capasso The Great Paper Clipper (NF) Glen Jaffers What a wonderful world (S) Louis Armstrong The Miraculous Journey of Edward Tulane (F) Kate DiCamillo <i>suggested class read about</i> The Adventure of a Plastic Bottle (F) Irene Steere	History How was a Viking ship built and get to sea with a long, high keel and the mast? The Vikings: Tales Stories of the Hilda God (NF) Gina Johnston <i>suggested class read about</i> The Gungahwer Plot: A Time for Treason (F) John Campbell The Ship of No-where: Guy Fawkes (S) Penny Dale Hindians for Kids: Beliefs and Practices (NF) Shashi Sharma The Gungahwer Plot (F) Tony Bradman King James I (NF) Irene Steere	Geography Why are earthquakes so amazing? Raining Wild (F) Michael Moorcock <i>suggested class read about</i> The Great Kpop Tree (F) Lynne Cherry The Explorer (F) Katherine Stubbitt Deep in the Jungle (F) Jack Prendergast Rainforest Song (S) A.J. Jenkins Jane Goodall: A Friend to Chimpanzees (S) Jane Goodall The Jungle Book (S) Rudyard Kipling	

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, children also research information using the Internet. Children have the opportunity to use digital cameras and iPads to record and use photographic images.

History and geography contribute significantly to the teaching of personal, social, citizenship and health education. Through our humanities teaching and learning, children are given the opportunity to 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 our British Values and humanities enquiries, children discover how to be active citizens in a democratic society by learning how laws are made and changed; they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and develop tolerance and respect for others.

When teaching history and geography, we contribute to the children's spiritual development. Children are encouraged to ask and offer answers to difficult questions. They have time to reflect on how their learning may have impacted on them personally and individually. 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. Our history and geography programmes of study enables children to understand

Local History

Our local area has a wealth of opportunities for our children to learn about their sense of identity, their sense of place and the community in which they live. Our school's local history studies are designed to develop appreciation, value and respect for the quality of our local area within a historical context.

In our school, we decided to teach local history discretely, rather than incorporated into other history units, to ensure detailed and concrete 'stories' relating to events, people and places within the local area. As the children proceed through the school they will have completed seven local history studies - all of which start with a big enquiry question followed by a range of subsequent questions creating an intriguing 'puzzle' to be solved.

Every local history heritage study encourages children to use and evaluate a range of historical documents, images and experiences linking to previous and future learning within the context of British history and chronology. Through these historical enquires we are able to focus on particular places within our local area and begin to think about national and global influences and monarchy, but also develop a sense of historical curiosity about our local area and an understanding as to why it is worth knowing about.

Local History Overviews:

By using the book '*Wilfred Gordon McDonald Partridge*' as a stimulus, children embark on a journey back in time through the memories of Miss Nancy, a resident at an old people's home. Children begin to explore how objects can hold memories of events and people from the past and begin to classify items from the present and the past within our homes using the book '*Peepo*' to make comparisons.

We start this enquiry by identifying and thinking about the changes within our immediate local area beginning with our church building. Children continue to examine and classify what is old and what is new in Enfield before 'finding' an old 1900's grocery store along the Hertford Road as they become history detectives. This then leads us to recreating an early 1900's Hertford Road within our school.

An image of Fleet Prison during the reign of King Charles I is used as a stimulus to learning and an introduction to the use of primary sources within historical enquiry. This local history 'drip feeds' information to build a picture of Forty Hall and its residents with many twists and turns to inspire inquisitive minds leading all the way back to the reign of King Henry VIII.

Is the Cross at Waltham a true (love) story or something that has been made up and completely fictional? Children begin this enquiry by questioning a route on a map with strange symbols. What could this mean? While re-tracing the route on the map children begin a journey back in time to the medieval era and 1291 meeting King Edward I and his wife Eleanor before visiting the Eleanor Cross in Waltham Cross.

We all have enjoyed a traditional roast dinner at the carvery in Whitewebbs house but, through this enquiry, children soon learn that its historical past nearly had a huge effect on British history. Through the use of transcripts and an anonymous letter children are brought to the year 1605 where religious beliefs and practices cause much tension leading straight to Guy Fawkes and the Gunpowder Plot.

This inquiry begins with the Bayeux Tapestry and the demise of King Harold II in the Battle of Hastings, 1066. Children are immersed in the conflict between Saxon Kings and a fight to the English throne. Before evaluating conflicting information to decide if Harold II actually is buried at Waltham Abbey; children need to find out how and why such a historical figure would actually be in our local area.

Year 6 have an opportunity to devise their own local history heritage study using a few carefully selected documents that 'leads' the children to the Enfield Small Arms Factory at the end of Ordnance Road. The 'memories of a boy' plus maps of local bombing sites during World War 2 begins their journey to find out about how important our local area was towards the war effort.

All children keep their humanities learning in separate subject exercise books in which they build upon each lesson to answer related questions - this can be written or pictorial evidence of their historical and geographical learning. All humanities enquiries are considered complete once the child has produced either an extended piece of writing (which pulls together their learning for that particular enquiry) or children have taken part in celebration of their learning, thereby answering their 'Big Enquiry Question' and completing the end of unit quiz. Evidence of learning may also be present in English writing books, reading books and classroom displays.

Curriculum Overviews

	Autumn 1 Black History Month	Autumn 2 Xmas	Spring 1	Spring 2 Easter	Summer 1	Summer 2
Year 1	Who had the best discoveries – Christopher Columbus or Neil Armstrong? Black History Who was Matthew Henson & what did he explore and achieve?	Why is the weather so wonderful? CC – Bethnal Green Childhood Museum OR Toy workshop	How are our toys different from the past and why is that? CC – Bethnal Green Childhood Museum OR Toy workshop	Mapping Skills What is our local area like?	Local History What's old? What's new? Hertford Road	What is our country like? Let's take a bus tour!
Year 2	Where would you rather live – England or Kenya? Black History What was 'The Scramble for Africa'?	Why did London burn and what was learnt from it? CC – Fire safety workshop OR fire station visit	Who were the queens of England? CC – Visit Hampton Court OR Buckingham Palace OR National Portrait Gallery	Mapping Skills Why is mapping so magical?	Local History Peasant, Prince or Prisoner? Forty Hall	What would it be like to be beside the seaside? CC – Southend on Sea
Year 3	What does pre-history teach us? Stone Age to Iron Age CC – Celtic Harmony		Is our earth an angry earth? CC – Celtic Harmony	Mapping Skills How and why did the UK grow?	Local History 'Jackanory' or a true love story? Cross at Waltham	How is land used locally and in urban and rural areas?

	Year 4	Year 5	Year 6
Year 4	Why were the Romans so powerful & what did we learn from them? Black History Who was the Ivory bangle lady? CC – St Albans Roman Museum visit	Who were the Anglo-Saxons and Vikings and were they similar or different? CC – Greek food market in school	Who were the people of Britain & how did they compare to the Vikings? CC – Beowulf workshop
Year 5	What's so special about the USA? Black History Why was Barack Obama important to America & what were his views on 'Black Lives Matter'?	Why is trade and economics important? CC – Beowulf workshop	Local History Where can a boy's childhood memories and a map take us? Enfield Small Arms Factory Mapping Skills How and why have our coastlines changed?
Year 6	Britain is now at war with Germany? What did this actually mean? CC – Imperial War Museum	Black History How and why did the 'Generation' rebuild Britain?	

Creative Opportunities

Within every humanities enquiry we provide an optional creative opportunity to complete at home which makes learning in humanities more engaging and enjoyable. Children that participate in our History and Geography Heroes are presented with a certificate within our whole school achievement Collective Worship. We also celebrate their success by adding them into our weekly newsletter. All creative art projects are displayed in our school foyer for everyone to see.



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 children's annual report.

What's so special about the USA?

Year 5 - Quick Quiz
 Location & Place Knowledge
 History & Physical Geography
 Environmental Study & Features

The USA is a c. _____ in the c. _____ of N. _____ A. _____

How many states make up the United States of America?

Name 6 _____ 2. _____
 3. _____ 4. _____
 5. _____ 6. _____

What is the capital city of the USA?

Where are earthquakes, hurricanes and tornadoes most likely to happen?

Urbanisation is the process when r. _____ areas develop into towns and cities. Urbanisation can destroy the h. _____ of the animals living in the area. One way people in America help to protect these animals is by having designated land known as n. _____ p. _____.

Name 2 in the USA _____

Who were the Anglo-Saxons and Vikings and were they similar or different?

Year 5 - Quick Quiz
 Anglo-Saxons & Vikings

Who were **Hengest** and **Hesse**?

There was a constant struggle between the Anglo-Saxons and V. _____ and the division of E. _____ after the R. _____ left it divided into lots of different K. _____

Where did the Anglo-Saxons come from?

Where did the Vikings come from?

When did the Anglo-Saxons come to Britain?
 When did the Vikings come to Britain?

Why did the Anglo-Saxons come to Britain?
 Why did the Vikings come to Britain?

Who lived in Britain before the Anglo-Saxons?
 What was a Viking house called?

Committing Knowledge to Memory

Through the implementation of *Rosenshine's Theories of Instruction* we ensure pupils are able to remember, recall and discuss their learning within history by providing a comprehensive outline of what we expect children to know and remember from each historical enquiry. Our Committing to Memory documentations allow teachers to focus their teaching and ensure a range of opportunities are used for pupils to remember key facts throughout lessons and units of work.

Year 1 - Committing to Memory (History)

Who had the best discovery - Christopher Columbus or Neil Armstrong?

The Basics!	Even Better!
<p>Christopher Columbus</p> <ul style="list-style-type: none"> - was born in 1451 - became a sailor at 14 - was ridiculed for his plan - King Ferdinand and Queen Isabella of Spain gave him the money for his voyage - wanted to sail to Asia for spices and silks to trade 	<p>Christopher Columbus</p> <ul style="list-style-type: none"> - started his journey in 1492 - he discovered the Bahamas and thought he had landed in 'The Indies'
<p>Neil Armstrong</p> <ul style="list-style-type: none"> - was born in 1930 - in the 1950s and 1960s people started to explore space - Russia and the USA made the most advancement in space exploration - Yuri Gagarin was the first man to travel in space in 1961 - the mission to the moon was called Apollo 11 - when he walked onto the surface of the moon he said 'That's one small step for man, one giant leap for mankind' 	<p>Neil Armstrong</p> <ul style="list-style-type: none"> - he discovered the Bahamas and thought he had landed in 'The Indies'

Year 2 - Committing to Memory (History)

Why did London burn and what was learnt from it?

The Basics!	Even Better If!
<p>The Great Fire of London</p> <ul style="list-style-type: none"> - the fire started on 2nd September 1666 - the fire ended on the 7th September 1666 - the fire started in a bakery shop on Pudding Lane, London - the fire stopped because the wind changed direction and houses were pulled down in its path - King Charles II was king in 1666 - Samuel Pepys wrote a diary - Thomas Farnham was the baker - Samuel Pepys buried his valuables including cheese in his garden to keep it safe - a deadly disease called the Plague was killing people in the summer of 1665 caused by rats/flea 	<p>King Charles II</p> <ul style="list-style-type: none"> - King Charles II reigned during the Stuart period - King Charles II helped to put the fire out and gave money to people that helped - houses were made from flammable materials - people lived in cramped conditions - the streets of London were very narrow and buildings were close together - people tried to scrape the fire's boats on the River Thames - Samuel Pepys worked for King Charles II - Wenceslas Hollar painted a picture of London before the Great Fire - The Monument is a structure in London today that marks the Great Fire - St Thomas Becket was the Lord Mayor of London in 1666 - Leather buckets and hoses were the only defence against the fire

Year 4 - Committing to Memory (History)

What was the impact of ancient Greece?

The Basics!	Even Better If!
<p>Ancient Greece</p> <ul style="list-style-type: none"> - the Bronze Age societies that lived in Ancient Greece were called Minoans and Mycenaeans - the Mycenaean civilisation was similar to that of the Minoans because they lived around the same time, were geographically similar and had a relationship as they shared ideas - the Ancient Greeks did lots of activities for entertainment including: gladiators, chariot racing, horse games, theatre, parties, war - the Ancient Greeks had many achievements that had an impact on the world including: the Olympic games, mathematics, science, philosophy, democracy - people tried to scrape the fire's boats on the River Thames - Samuel Pepys worked for King Charles II - Wenceslas Hollar painted a picture of London before the Great Fire - The Monument is a structure in London today that marks the Great Fire - St Thomas Becket was the Lord Mayor of London in 1666 - Leather buckets and hoses were the only defence against the fire 	<p>Ancient Greece</p> <ul style="list-style-type: none"> - the Minoans and the Mycenaeans' power fell around 1000BC - 1000BC was near the end of the Bronze Age for the Greeks and things really developed between 1000BC and the end of Classical and Hellenistic Greece in 336BC when the Roman Empire was founded - the Ancient Greeks and the Romans lived around the same time, were geographically similar and had a relationship as shared ideas - theatre and the Olympic events were for men only, women could not enter or even watch the Olympics, men could they perform in plays - female parts were played by men - although Sparta and Athens were both in Greece, they had very different views on life and what was important - the Greek religious beliefs were very similar to the Romans (they had a lot of different gods that were in charge of a number of things) - the Greek religious beliefs were very similar to the Romans (they had a lot of different gods that were in charge of a number of things) - the Greek religious beliefs were very similar to the Romans (they had a lot of different gods that were in charge of a number of things)

Enrichment and Cultural Capital

Children have many opportunities to foster their love of the humanities as we endeavour to provide a range of school visits, trips, workshops, speakers and visitors. We believe that this enriches and enhances the children's understanding and enjoyment in this area of the curriculum by providing valuable experiences that build upon and develop historical and geographical learning in exciting and memorable ways.

History Enrichment and Cultural Capital Opportunities

Key Stage 1

How are our toys different to the past?
Toy workshop in school

Why did London burn and what did we learn from it?
Fire safety workshop in school
 OR *Local Fire Station visit*

Who has been the best queen of England?
Buckingham Palace OR Windsor Castle
'Royal' Tea Party in school

Key Stage 2

The Stone Age to Iron Age
Celtic Harmony Camp visit
 Ancient Romans and Roman Britain
St Albans Verulamium Museum visit
 Early civilizations and Ancient Egypt
British Museum visit
 Ancient Greece and its Impact
Greek 'food market' in school
 The Anglo-Saxons and Vikings
Beowulf Workshop in school

Local History Heritage Studies

St Georges' Church
Hertford Road
Forty Hall
Eleanor Cross at Waltham Cross
Whitewebbs House
Waltham Abbey
Enfield Small Arms Factory

Impact - What is the impact of our Humanities provision for our children?

All children will leave St James' School with a strong understanding of how British and world history developed. They will be able to identify some key individuals and understand their significance in history and be able to 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. Children will enter KS3 with confidence in their abilities to identify certain periods of history in a timeline. They will be able to talk about the durations of certain periods of history and the causes of period start and end dates. They will also be able to identify a selection of key dates from a multitude of periods having a solid understanding of the concurrent nature of history and articulate why it is important to study history in the contexts of other periods, and not just in isolation. Children will be able to identify both major and minor changes and continuities throughout history, demonstrating their understanding of the key themes that they have studied throughout KS1 and 2, identify trends throughout periods of history and begin to articulate why some of these were limited to particular periods of history or crossed into different eras - knowing that certain individuals, events and civilisations have had an incredible amount of influence on history and the formation of the world we know today.

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.

Through our bespoke geography curriculum our children at St James' develop a solid understanding of the world around them. They learn about different countries, cultures, and environments, which fosters global awareness and a broader perspective. It also fosters an appreciation for environmental issues, such as climate change, conservation, and sustainability. This awareness leads to more responsible behaviour and attitudes toward the environment. Our geography curriculum prepares children for more advanced studies in secondary education and beyond. It also equips them with skills and knowledge applicable in various fields, including science, social sciences, and humanities.