

St Christopher's C.E. Primary School

Humanities Policy

Geography and History (R.E – refer to separate policy)

SCHOOL VISION

Flourishing together in a Christian community where every child has a life-long love of learning and has the confidence, resilience, skills and ambition to achieve their dreams.

MISSION STATEMENT

The study of the humanities provides children with an enriched curriculum which will help them to gain knowledge and understanding of Britain's past and that of the wider world. Geography and History encourage children to ask perceptive questions, think critically, weigh evidence and develop personal views and opinions. Through the study of these subjects, the children will understand the complexity of people's lives, the process of change as well as the diversity of societies and relationships between different groups. In addition to this, they will cultivate their own identity and gain an insight into Oxford's geographical and historical contributions.

AIMS

In History at St Christopher's we aim:

- To develop critical thinking in children and to enable them to talk about what they like and dislike about their local environment
- To enable children to talk about the past and present and how things have changed.
- To explore and learn about the significant people, places and events in the past.
- To encourage children to discuss and share aspects of their own lives, traditions and communities as well as explore other cultures.
- To foster enjoyment, satisfaction and purpose in learning about our world today and in the past.

In Geography at St Christopher's we aim:

- To develop critical thinking in children and to enable them to talk about what they like and dislike about their local environment.
- To enable children to locate and name countries (including cities), continents and oceans.
- To explore and learn about the physical and human features of the UK and other countries.
- To encourage children to gain geographical skills and build an understanding of geographical symbols (relating to maps) and language.
- To foster enjoyment, satisfaction and purpose in learning about our local and global surroundings.

STATUTORY REQUIREMENTS

The national curriculum for Geography and History aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

In the Foundation Stage (Nursery and Reception)

In History children are taught to:

- Talk about the past and present events in their own lives and of family members.
- Know that other children don't always enjoy the same things and are sensitive to this.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.

In Geography children are taught to:

- Know about similarities and differences in relation to places, objects, materials and living things.
- Talk about features of their own immediate environment and how environments vary from one another.
- Talk about changes and explain why some things may occur.

At Key Stage One (Years 1 and 2)

In History children are taught to:

- 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 [for example, the great fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and Ls Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

In Geography children are taught to:

- 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

- 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
- 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
- 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
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], 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

At Key Stage Two (Years 3-6)

In History children are taught:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

In Geography the children are taught to:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Describe and understand key aspects of:
 - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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 their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

SUBJECT ORGANISATION

Foundation Stage: (Nursery and Reception)

We encourage the development of skills; knowledge and understanding that help the younger children make sense of their world as an integral part of their learning environment. These early experiences include asking questions about their surroundings, the world and other people. It also includes reflecting on their own experiences of the world and other people. Furthermore, the children can engage with this on a theatrical scale using teacher directed role play and using resources to explore questions and differences.

Key Stage One: (Years 1 and 2)

Throughout Key Stage One the children will have a range of experiences within their local community and school. They will also compare their local environment and culture to other countries across the world. They will begin to develop practical skills and theoretical knowledge. Additionally, they will start to develop their own questions to strengthen their knowledge and understanding. The coverage will fit into other areas of the curriculum to create a cross curricular, enriched learning experience for the children.

Key Stage Two: (Years 3, 4, 5, 6)

Children will refine their analytical skills and knowledge in both History and Geography to develop and expand their understanding. Through the use of resources they will delve deeper in physical and human features i.e. maps in

Geography and specific people and events in History. This should fit into other areas of the curriculum to create a cross curricular, enriched learning experience for the children.

PLANNING

The curriculum planning for Humanities is in three phases: long, medium and short term.

The long-term plan maps out the units covered in each term throughout the whole school.

The medium term plans give details of each unit of work for each term. They identify learning objectives for each unit, and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a plan that covers each topic lesson. These list the specific learning objectives for each lesson and detail how the lesson will be taught.

The long term plan is completed as a whole staff so that each activity builds upon prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school. Where possible the learning will be completed through a cross curricular approach ensuring that both geography and history have a link to the topic being studied.

MARKING/FEEDBACK

Humanity subjects are recorded in books will be marked in line with the school marking policy. As aspects of these subjects can be practical or explorative, evidence will also be in the form of photographs, video, models and group projects.

ASSESSMENT AND TARGET SETTING

Target tracker is used to assess the ability of the children both formatively and summatively throughout the year.

CROSS-CURRICULAR OPPORTUNITIES

Geography and History have links to all subjects across the school and staff and children alike have the flexibility to incorporate this area of learning into any topic.

THE USE OF ICT

ICT is used regularly as a tool to instruct, record, research and analyse.

Personal, social, and health education and citizenship.

We encourage the children to develop a sense of self and understanding as well as a responsibility to the world. They will learn to ask questions and respect other opinions. Additionally, they will realise that changes can occur in a community in a short time frame which should help develop their role in the world.

Spiritual, moral, social and cultural development

Our groupings allow children to work together and they understand how we expect them to do this. Collaborative work in Humanities develops respect for the abilities of others and a better understanding of themselves. In addition, they develop a respect for the environment, for their own health and safety and that of others. They learn to appreciate the value of similarities and differences. A variety of experiences teaches them to appreciate that all people are equally important.

INCLUSION

At St Christopher's Church of England Primary School we aim to provide for all children so that they achieve as highly as they can in Humanities according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

EQUAL OPPORTUNITIES

At St Christopher's Church of England Primary School all children are provided with equal access to the History and Geography curriculums. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

PARENTAL INVOLVEMENT

Parents are invited to join in with all activities; they particularly enjoy the our global week which encourages families and the local community to share their culture and learn about others. Furthermore, many parents are very supportive of class projects like 'History of Oxford' and often visit classrooms as well as accompany classes on educational visits.

HOMEWORK

Log book homework is set regularly and can be completed in any appropriate form. This should include Geography and History using skills the children have learnt within school.

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.