

St Michael in the Hamlet Community Primary School

Humanities Policy / 2018 – 2019

Our school is a Rights Respecting School whereby all respect the United Nations Convention on the rights of the child and the responsibilities that come with those rights.

Overview

History and Geography topics will contribute to the majority of the Creative Curriculum topics covered in KS1 and KS2. The teaching of Humanities will allow pupils the opportunity to further understand the Rights of the Child covered through our work as a Rights Respecting School and empower children to participate fully in Philosophy for Children activities as well as teaching them the knowledge and skills required of these areas of the curriculum.

HISTORY

Aims of History – from the National Curriculum 2014

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 should 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 [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

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

The historical areas covered at St Michael in the Hamlet Community Primary are:

Year 1	<ol style="list-style-type: none">1. Famous people who have helped us2. Gunpowder Plot3. Monarchy- the Queen4. Old and New Objects5. Anniversary-e.g. WW1
Year 2	<ol style="list-style-type: none">1. Fire of London2. Titanic3. Anniversary - WW1 anniversary4. Research the life of someone who used to live in the local area e.g. John Brodie, Noel Chavasse, Kitty Wilkinson etc
Year 3	<ol style="list-style-type: none">1. Stone Age to Iron Age2. Ancient Egypt3. Ancient Greece- legacy
Year 4	<ol style="list-style-type: none">1. Roman Empire and its impact on Britain2. Britain's settlement by Anglo Saxons and Scots
Year 5	<ol style="list-style-type: none">1. Study beyond 1066- the changing power of monarchs-Tudors-Henry VIII2. Study an aspect of British history – Slavery3. Vikings and Anglo Saxons
Year 6	<ol style="list-style-type: none">1. A local history study over time tracing how several aspects of national history are reflected in the locality-Industrial Revolution2. A significant turning point in British history e.g. first railways.3. One of the following-early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Aims of Geography – from The National Curriculum

Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time

Aims: The national curriculum for geography aims to ensure that all pupils: develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time; are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Areas covered at St Michael in the Hamlet Community Primary are:

Year 1	Local area - Round and About the Hamlet Weather Four countries of the UK Hot and cold places
Year 2	Local area and another area Africa Vocabulary of different locations Continents and Oceans UK- major cities
Year 3	Map skills- N, S, E, W, symbols and measure distances Volcanoes and earthquakes- link to Rocks and Soils Name countries and cities in Europe Weather in Europe
Year 4	Compare village / city UK and its islands and countries of EU Origin of main ethnic groups in UK and school Measuring weather
Year 5	Water cycle and why water is a valuable commodity Importance of rivers Locating mountain regions, USA, Canada and South America on maps Study of Caribbean
Year 6	Map skills

Strategies

- All year groups will focus on both knowledge and skills, but as pupils progress through the year groups in KS2 there will be more emphasis on the application of skills.
- Work is evidenced in topic books and Evidence Boxes.
- Evidence may take a variety of forms, including art, role play, cross curricular work etc. e.g. analysis of geographical data may be used in cross curricular maths lessons.
- Researching topics can take place in reading / Guided Reading / Digital Literacy sessions using the I pads and laptops so that Humanities lessons can focus on the appropriate skills
- Humanities lessons should include links with RRSA and use P4C activities for pupils to explore their understanding
- School trips should be used to further enhance learning in both history and geography
- Every classroom should have an up to date world map permanently on display
- The latest versions of atlases must be used to support the geography curriculum
- Staff should be aware of areas taught by other year groups and refer to earlier periods of history taught earlier in the school, when appropriate
- Monitoring of topic books to take place twice a year
- Displays in school to reflect the Humanities curriculum
- Class teachers to complete assessments termly, against the FOCUS objectives for history and geography, provided by the data manager

Outcomes

Our pupils will receive a rich and varied humanities' education, that focuses on knowledge and skills. This will be provided through a mix of discrete lessons; cross curricular lessons and creative curriculum lessons. In depth teaching will be achieved through repetition of objectives e.g. Y3 will briefly look at the Mediterranean as part of the topic on Ancient Egypt. It will then be explored in more depth in The Art Gallery topic and then revisited in the topic on Ancient Greece. Pupils will have the opportunity to apply their skills and knowledge through lessons that involve collaborative learning (Learning to Learn strategies and P4C activities).

Policy reviewed by Mrs. Sayer: November 2018

Next review date: November 2019