



Humanities Statement

Policy reviewed by: Amy Clarke

Policy last reviewed: May 2016

Next review due: May 2019

*“The calling of humanities is to make us truly human
in the best sense of the word”
J. Irwin Miller*

General Aims and Philosophy of the Policy:

To ensure that geography and history are experienced in an inspiring way and that they are taught consistently throughout primary school so that each child develops their skills, knowledge and understanding in these areas as they move through the school.

Geography Aims:

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world.
- 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.

History Aims:

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural,

economic, military, political, religious and social history; and between short- and long-term timescales.

Teaching and Learning

Years 1 to 6 teach history and geography as part of the school's topic based curriculum. Lessons should teach children the knowledge, understanding and skills of geography and history through these topics. The humanities subjects are an ideal forum for enriching and supporting other areas of the curriculum such as computing and English. In general, topics outlined are designed to complement each other and could be merged to create one topic lasting a term, for example 'Kings and Queens' and 'Portraits'. To ensure sufficient coverage of the humanities, each year group has one compulsory geography unit and one compulsory historical unit. In line with the new curriculum, historical units follow a two-tiered approach; units are taught chronologically to ensure an understanding of the narrative of British history pre 1066, but there are also units which focus on a historical theme such as 'crime and punishment'. Geography objectives in each year group are to be taught through the study of a continent.

Planning, Monitoring and Assessment:

Each topic should have a medium term plan written using the Duncombe pro forma. The plan should state which subject a lesson is focussed on and the skills and knowledge objectives being taught. Plans will be monitored at the end of each half-term and feedback given to teachers. Where possible, time will be made for teachers to implement feedback and improve planning with the aim of producing and maintaining a set of consistently excellent plans that can be adapted and reused each year with resources allocated accordingly. At the end of each unit, children should be assessed against the relevant objectives in line with the school's assessment policy.

Extra-Curricular Learning:

During the year, the school runs 'topic weeks' during which humanities along with other foundation subjects should be represented through mixed-age lessons in each key stage. Wherever possible, opportunities for geographical fieldwork and visits to sites of historical interest should be exploited. All classes should experience at least one humanities focused trip or in-school workshop during the school year. Classes should use their humanities topics as the basis for class assemblies when possible during the year.