

LAVANT C.E. PRIMARY SCHOOL



Humanities POLICY

Learning together in faith – always aiming for the best

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Humanities

At Lavant Primary School, we believe that through the study of Humanities, children make sense of their world and enrich their understanding of it. We believe that knowledge and skills developed through the study of Humanities are applicable in everyday life. It fires curiosity and sparks a sense of belonging to the bigger picture through time and space.

Both history and geography help children understand similarities and differences between societies and cultures and the impact of changes on people and places. The use of careful research, evidence and fieldwork are also crucial in developing good knowledge and understanding, which is an ideal forum for enriching and supporting other areas of the curriculum.

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At our school, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. Our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Lavant Primary School, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

Planning

We have developed a creative broad and balanced curriculum which offers children the opportunity to study history and geography areas of study through a cross curricular Learning Journey approach.

Learning journeys are clear, concise units of work (lasting approximately 2-3 weeks) which link concepts together in a natural way to create the best learning experience for the children in our school. Children are 'hooked' into their learning by an exciting opener, be it a visit, visitor, artefact and given a real purpose to their learning. English skills are developed alongside other curriculum areas and the development of oral communication and writing are planned for and embedded to provide meaningful contexts for children to write. Although our Learning Journeys may differ we have a progression of

knowledge and skills document to ensure curriculum coverage and progression throughout the school.

By increasing out of classroom learning experiences and using the local area, children's motivation levels are improved and this impacts cross-curricular as children learn to transfer the skills taught. The Humanities are taught through a range of active learning and skills-focused methods including: active investigation, direct teaching, research, handling of artefacts, observing photographs, paintings and maps, role plays and simulations, fieldwork, visits and visitors.

To ensure that key locational and chronological knowledge are continually built upon throughout each year, every class has an age appropriate world map and a timeline on display. These are interactive displays that are continually referred to during teaching sessions. As key people / new eras of time are studied, the timelines are referred to and updated to help children place events in time sequence. Similarly, as countries/continents and places are mentioned these too are pointed out and labelled on the world map to help further develop locational knowledge.

In a cross curricular approach to teaching History we aim to help children to:

- Develop a strong sense of chronology of Great Britain and the world.
- Understand that the society in which they live has been shaped by developments in the past.
- Learn about the roles that individuals, movements and events have played in shaping modern society.
- Develop critical curiosity and reasoning skills by asking questions, making connections and investigating sources.
- Develop the ability to communicate historical knowledge and understanding orally, visually, and in writing using appropriate techniques and vocabulary.
- Understand how and why some aspects of the past are subject to different interpretations
- Understand that History needs to be studied from a variety of perspectives.
- Feel inspired to extend learning beyond the school day by visiting the many museums and galleries in their local area.
- Engage with the fundamental British Values of democracy and the rule of law

In a cross curricular approach to teaching Geography we aim to help children to:

- Develop core geographical knowledge of their local area, Great Britain and the world.
- Understand and use maps, atlases and digital technologies.
- Understand the causes and impacts of Climate Change and develop a proactive attitude to sustainability.
- Appreciate the impact that people's decisions, actions and activities have on the physical and human environment.
- Develop awareness of the interrelationship of places, people, industries and countries of the world.

- Develop a positive attitude towards and an understanding of other cultures and ways of life.
- Develop the ability to communicate geographical knowledge and understanding orally, visually, and in writing using appropriate techniques and vocabulary.
- Develop critical curiosity and reasoning skills by asking questions, making connections and investigating sources.
- Engage with the fundamental British Values of respect and tolerance of those with differing cultures.

Our history and geography learning objectives are extracted from the National Curriculum and are carefully tracked on our Curriculum coverage document to ensure that the children are taught specific historical and geographical skills and given the opportunity to develop good understanding of the key questions within a purposeful and creative environment.

Links with school aims

To foster positive attitudes towards learning, encouraging the children to become independent, autonomous and co-operative, in order to equip them to address the challenges of everyday life.

To promote awareness that the school is part of a wider community and to involve them in matters of care and concern for both the immediate environment and for wider global issues.

To provide learning situations that take account of each child's individuality and particular needs, helping them to achieve their individual potential.

To provide a broad balanced curriculum, catering for the Moral, Physical and Spiritual needs of the child, ensuring equal access and opportunity.

EYFS

In Early Years Foundation Stage, history and geography are introduced as part of the Area of Learning and Development, Understanding of the World. The children think about and explore time and place through their topics. All topics, as every area of the EYFS curriculum, are taught in an active, creative and play-based way, utilising the outdoor and indoor classroom as well as using ICT as a tool for learning.

Children also develop a sense of wonder at the natural world, and begin to understand what they can do to help the environment. They become excited by learning about different countries and cultures.

Assessment and recording

We assess children's work in the humanities by making informal judgements as we observe them during teaching sessions and by assessing how well they use the knowledge gained for the end goal. On completion of a piece of work, the teacher marks the work and comments as necessary.