

Humanities (Geography & History) Policy

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Purpose

At Greenways Primary Academy, we aim to foster individual growth and to provide children with the knowledge that will be valuable in life. Through the planning and delivery of our curriculum, we aim to challenge and stimulate their intellect, enabling them to achieve high academic standards. All pupils in our academy are entitled to receive a broad and ambitious curriculum in the humanities. Geography and history will feature significantly in the curriculum taught at the academy. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. A high-quality geography education will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Aims

- To offer a broad and ambitious curriculum using the National Curriculum as the basis.
- To develop an understanding and interpretation of local, national and global history.
- To develop a sense of time and understanding of history in its chronological setting.
- To develop an awareness that the past shapes the present and future.
- To develop an interest in, and enthusiasm towards, the study of the past.
- To help pupils develop geographical and historical knowledge and understanding.
- To build and use a wide range of geographical and historical vocabulary.
- To develop practical knowledge during first and second-hand investigations.
- To research and introduce pupils to the process of geographical enquiry.
- To enable pupils to recognise that geography is the study of people and places and the interaction between them.
- To integrate fieldwork as an important part of the enquiry process.
- To help pupils deal openly and sensitively with issues of environmental change and sustainable development.

Principles of Outstanding Humanities:

These are the 'Principles of Outstanding' humanities at Greenways Primary Academy. They were informed by the way we feel that humanities should be taught across the academy.

Principle 1: Children are **excited and enthusiastic** about humanities, as they are taught to **know more and remember more**.

Principle 2: Children **lead their own learning**, asking and answering their own questions about the world around them.

Principle 3: Humanities is **practical and hands on** and children enjoy learning through creativity and exploration.

Principle 4: Teachers use **a range of effective assessment strategies** to inform the planning and teaching of humanities.

Principle 5: Teachers introduce children to a range of age-appropriate **history and geography terminology**, and they use this confidently.

Principle 6: Children and adults appreciate the **awe and wonder of humanities**, making links to how, where and why it forms part of their everyday lives.

Principle 7: The **progression of knowledge and understanding in history and geography** is carefully planned for and clearly evident.

Principle 8: Teachers enable children to access **a range of enrichment opportunities**, both within and beyond the curriculum.

The National Curriculum schemes and breadth of study

The requirements and content of the National Curriculum provide a starting point for the teaching of geography and history in the academy.

The geography attainment target is divided into five areas:

- Locational Knowledge.
- Knowledge and understanding of human and physical geography.
- Following directions and maps.
- Geographical enquiry and investigation.
- Map Making.

The history attainment target is divided into five areas:

- Chronological understanding.
- Knowledge and understanding of events, people and changes in the past.
- Historical interpretation.
- Historical enquiry.
- Organisation and communication.

Geography

Teaching should ensure that geographical enquiry is used when developing knowledge and understanding of places, patterns, processes, environmental change and sustainable development.

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.
- Understand the 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.

Pupils need to be competent in composite geographical knowledge including:

- Collection, analysis and communicating with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicating geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

History

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

- Know and understand the history of these islands 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. Be able to compare these to modern day Britain.
- 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.

Learning experiences

Children will be given a wide range of experiences, many of which are ongoing and appropriate to their age and levels of development.

These will include:

- Sequencing events and developing a sense of chronology.
- Knowledge of causes and effects of events.
- Knowledge and understanding of events, people and changes in the past.
- Identification of differences and similarities between periods.
- The understanding that historical events can have different interpretations.
- The examination of primary and secondary sources.
- Communicating knowledge and understanding they have acquired.
- Visits to the locality, museums etc.

First-hand experiences are an important part of learning in humanities. These experiences will be varied and may include working outside the classroom, visits to sites of geographical/historical interest and using and handling objects, photographs and other

sources of evidence and information. However, visits and experiences will be carefully planned within the sequence of learning to ensure pupils have the pre-requisite knowledge to engage fully, retrieving and rehearsing the knowledge they have already learned.

Planning for humanities

History and geography are taught on a half-termly basis as discreet subjects. This is to ensure depth of coverage and opportunity for children to gain knowledge and understanding. Leaders have deliberately placed units of learning to ensure only purposeful cross curricular links have been made. A balance between the history and geography components of the humanities curriculum has been achieved through careful and meticulous design. Continuity and progression across the year groups allows for a gradual extension of knowledge, concepts and content in planning.

Assessing and reporting

Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. Teachers will plan formative assessment tasks linked to lesson objectives and will draw conclusions about what pupils have learned by looking at patterns of performance over time. At the end of each unit of learning, teachers will make a judgement, which will begin to build a picture of a pupil's competency in the subject content.

The academy will present to parents, for discussion, an annual written report on each pupil involved in Key Stage 1 and Key Stage 2.

Assessment of the children's work and their acquisition of knowledge will be made using:

- Written work.
- Low stake quizzing.
- Evaluating patterns of performance over time.
- Questions and answers.
- Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions.
- Discussion between individual children and teacher observation.

Resources

Resources for humanities are stored in the staff room and humanities cupboard. We have a wide range of high-quality resources to support teachers in the delivery of the subject content including books, posters, globes, atlases, a collection of artefacts and a range of computer software.