



Humanities Guidance

(Whole School including EYFS)

Rationale

Humanities helps people to make sense of the fast changing, highly interconnected and interdependent world in which we live and how it came to be as a result of those who came before us. The humanities curriculum is designed to develop knowledge and use tools to learn about the relationship between the world and its people. It studies the location of the physical and human features of the earth and the processes, systems and inter-relationships that create and influence them, from ancient to modern day.

Humanities provision in the Foundation Stage is linked to the seven areas of learning, with particular relevance to the area about knowledge and understanding of the world.

It will incorporate a working knowledge of the area around our school and local famous people from the past, helping children to understand changes that have occurred and the causes and consequences of the past.

Progression and Continuity

The whole school plan for humanities aims to ensure progression and continuity in the knowledge and skills of both subjects. Topicality is a vital ingredient, with links to present day / to events happening now encouraged where appropriate or relevant. Making links between aspects of humanities studied is encouraged, enabling pupils to build upon previous skills and experience. An understanding of the world around them will encourage children to develop responsible citizenship.

Aims

- To encourage the pupils to ask questions (through use of a KWL grid at the start of each new topic)
- To instil in the curriculum an aspect of gentrification and not to be backward in freshening and changing topics taught.

Foundation stage

- To develop an understanding of the world around them
- To develop a sense of time
- To develop understanding of change through photographs and artefacts
- To foster an interest and enjoyment in finding out about the immediate surroundings of the school and other places in the world.
- To observe, find out and identify features in the place they live and the natural world and talk about features they like and dislike in their local environment.

KS1

- To inspire pupils' curiosity about the past and develop a sense of chronology
- To develop an awareness of history and how it has influenced us
- To develop an understanding of some key historical events and what consequences were
- To use a range of sources to compare differences between the past and present
- To enable children to gain knowledge and understanding of places in the world
- To develop a range of skills and understanding necessary to interpret geographical information and to carry out geographical enquiry.
- To develop an informed concern over the future of the environment and to realise the role they can play in sustaining it.
- To develop a base of factual geographical knowledge.

KS2

- To extend historical enquiry and broaden the range of study
- To develop an awareness of trends and connections of events over time
- To be able to interpret historical events through a range of ways
- To ensure there is progression from KS1 through teaching and combination of in-depth and overview studies about British, local and world histories.
- To interpret a range of sources of geographical information including maps, globes, atlases, diagrams and aerial photos
- To develop the ability to communicate geographical knowledge through a variety of written, oral and visual forms.
- To develop a sense of place and awareness of the interactions of people and places and to understand the characteristics of some of the human and physical features and systems of the earth.

Teaching and Learning

The humanities curriculum is based on the 2014 National Curriculum for history and geography, which provide an outline of the knowledge, skills and understanding which should be delivered in each key stage. This framework is adapted in the scheme of work to suit the needs of the pupils in the school. Humanities in the Foundation Stage are taught through the learning objectives within 'Understanding of the World'. Current events, ranging from local issues to floods and earthquakes overseas, are used sensitively and appropriately to promote learning. Emphasis is placed on the development of skills, as well as on factual knowledge, and links are encouraged between humanities and other curriculum areas. Opportunities are provided to reinforce literacy, science, history, numeracy, physical education, music, RE, PSHE and ICT through work in humanities. We build planned progression into the scheme of work so that the pupils are increasingly challenged as they move up through the school.

A variety of teaching approaches are encouraged:

- Whole class lessons, group, paired and individual work
- Teacher presentations, role play, discussions, storytelling and guest speakers
- Question and answer sessions, discussions and debates

- Individual and group research (using a wide variety of resources such as journals, contemporary sources and the internet).
- Investigating artefacts and sources of evidence
- Photographs, pictures, maps and globes
- ICT – television, DVD, film, tape, radio and laptops to research and communicate ideas.
- Interactive whiteboards are also used to enhance pupils' learning
- Interaction during story time
- In displays, both in the classroom and around the school
- As an integral part of residential trips and school visits
- As part of an assembly
- Outside guests coming in to speak to the pupils eg Zoolab, Action Aid. In KS1 guests/parents who may be a dentist, firefighter, doctor or police officer.
- Access to loan boxes from museum service in Walthamstow
- Humanities days and weeks
- Developing their understanding further through assemblies and topic lessons

Special Needs/Gifted and Talented

We aim to meet all the needs of individual pupils in the school, whether the pupils are designated as having special educational needs or are gifted and talented. The school fully supports the policy of inclusion and all children have access to a range of activities involved in learning about geography.

Humanities provides excellent opportunities to enhance the learning of gifted and talented pupils through the development of higher order thinking skills, creativity and self-expression. Pupils who show a particular talent for humanities will be identified by the class teacher and the Gifted and Talented Co-ordinator and the Humanities Co-ordinator will be informed.

Assessment

Pupils' progress is assessed and monitored during the year through teacher planning and observation. Pupils' attainment is also monitored against the expectations set out in the QCA units of work as well as in line with the school assessment policy. Parents are informed of their child's progress via the school reporting system.