West Ashton Church of England

Primary School



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Humanities Policy

Dated: 2020

Review date: 2022

‘You will shine among them like stars in the sky.’

Philippians 2:15 (NIVUK)

**Introduction**

Geography and history are essential parts of the National Curriculum. They provide a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people. Geography stimulates curiosity and imagination and we aim to build children’s geographical awareness by developing key skills, understanding and knowledge of the world.

History is about developing an awareness of the past, through teaching about people, events and changes. Children should develop a chronologically secure knowledge and understanding of local, British and world history. Historical study is a process of enquiry. Using the evidence available to us, we can draw conclusions about what life was like in the past and gain a better understanding of the world today.

**Intent**

At West Ashton, we believe that through geography children will develop an understanding of their immediate environment, of the wider world, and of their place in both. Through a carefully planned curriculum, the children will understand similarities and differences between societies and cultures and the impact of changes on people and places. We want to help our children to have a clear understanding of their lives and the world in which they live.

We will:

* develop children’s geographical knowledge and understanding.
* develop a sense of place, enabling children to make comparisons with other places.
* help children appreciate their inter-relationships between human and physical processes and their impact on people and environments.
* help children develop an informed concern about and sense of responsibility for the quality of their environment, local and global.
* help children develop an awareness of and sensitivity towards other cultures, both within the UK and worldwide.
* encourage children to pose geographical questions and develop the strategies and skills needed to answer them.

We believe history curriculum will fire children’s curiosity about the past in Britain and the wider world. We want to encourage the children to think about how the past influences the present and to help the children develop a chronological framework for their knowledge of significant events and people.

We will:

* deliver a curriculum which arouses children's natural curiosity to discover what life was like in the past.
* we will seek to encourage children to pose questions for themselves about historical events and changes, and find the answer to these questions using a range of primary and secondary sources of information.
* develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

**National Curriculum**

In geography, both key stages will develop:

* locational knowledge
* place knowledge
* human and physical geography
* geographical skills and fieldwork

In history in Key Stage 1, children will 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
* 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.
* significant historical events, people and places in their own locality

In Key Stage 2, children will be taught about:

* changes in Britain from the Stone Age to the Iron Age
* The Roman Empire and its impact on Britain
* Britain’s settlement by Anglo-Saxons and Scots
* The Viking and Anglo-Saxon struggle for the Kingdom of England
* a local history study
* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066, e.g. a significant turning point in British History such as the

Battle of Britain

* The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
* Ancient Greece - a study of Greek life and achievements and their influence on the western world
* a non-European society that provides contrasts with British history

**Implementation**

In EYFS, children are expected to show knowledge of Past and Present, People, Culture and Communities and The Natural World. The children have opportunities to participate in adult-led and child initiated structured play activities to develop their geographical understanding. They also have first-hand experiences including school trips and visitors to enhance their learning within this specific area. Staff also ensure that meaningful cross-curricular links are made with specific areas of learning e.g. literacy and maths.

Key Stage One & Two

In order to achieve the objectives of the Geography and History Curriculum, each subject is taught through a half-termly topic approach. These topics have been mapped to the National Curriculum Programmes of Study for Geography and History.

To enhance the learning experience of our children our humanities curriculum acknowledges and incorporates different styles of learning and helps children to develop skills. The knowledge, skills and understanding gained through the curriculum is acquired through a variety of experiences.

These include:

* the use of primary/secondary sources of information e.g maps, photos etc.
* drama and role play.
* story telling
* the use of I.C.T
* creative activities such as painting/model making.
* visitors
* educational/residential trips.

**Recording children's work**

Children have humanities books in KS1/2 in which they record their learning. These will move up with children to support building on previously learnt skills and concepts as well as the development of chronological awareness.

**Equality**

Positive attitudes towards computing are encouraged, so that all pupils, regardless of race, gender, ability or special needs, including those for whom English is a second language, develop an enjoyment and confidence with art and design.