



## **Humanities Policy**

History and Geography at Grange is designed to stimulate the children's curiosity, understanding and fascination about the world and the life of people who lived in the past.

### **Aims (Intent)**

#### **Living**

Through the 'I wonder' topics, pupils develop a sense of identity and a cultural understanding based on their heritage. They learn to value their own and other people's cultures in modern, multicultural Britain as well as learning how significant events (both historical and geographical) shape our lives today. Children consider how these factors combine to influence the choices we make.

#### **Learning**

Our Humanities ethos uses a knowledge-engaged approach to our curriculum. We use the Focus Learning Challenge curriculum as the basis of our programme of study which is adapted to suit our local context and the needs of our pupils. 'I wonder' questions are used as drivers to ignite the children's curiosity and interest. The questions encourage children to develop the skills necessary to gain the required knowledge. Whilst History and Geography are the main drivers, we endeavour to find the right balance by ensuring that we interweave core subject skills and creative and expressive arts across the learning to provide a broad and balanced curriculum, which deepens understanding and makes links between learning.

#### **Laughing**

Experiential learning is at the forefront of the Grange Humanities curriculum. Children have the opportunity to bring their learning to life through experience days, trips, workshops, use of the imagination station and immersive weeks. These experiences are designed to instil the love of learning and prevent a narrowing of our curriculum whilst embedding knowledge and skills across all learning.

### **Teaching and Learning**

At Grange, we use the "Focus Learning Challenge Curriculum" as a basis for our planning. This ensures all National Curriculum requirements are fully covered. The core, compulsory history units are taught as a coherent, chronological narrative, from the earliest times to the present day. Additional drivers in each year group cover supplementary topics such as ancient civilizations and local history. Importantly, units have been designed and mapped to ensure progression and links are made across topics to give children an understanding of chronology.

Through their work in Geography, children learn about the U.K. and their local area, comparing their life in the local area with that in other regions of the United Kingdom and the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Human and Physical Geography is covered across the school and an

understanding of the importance of sustainable development and an appreciation of being a global citizen is fostered.

Humanities teaching is designed to develop the skills of enquiry, investigation, analysis and evaluation through encouraging children to think like historians and geographers, for example, using artefacts, evaluating the validity of sources and conducting fieldwork.

We carry out curriculum planning in history and geography in three phases (long-term, medium-term and short-term). The long-term plan maps the history and geography topics studied in each term by each year group. We use the "Focus Learning Challenge Curriculum" as the basis for our medium-term plans, breaking down the knowledge and skills into weekly objectives using relevant questions as drivers. Substantive concepts (abstract concepts such as invasion, empire etc) are revisited across the children's learning journey. These repeated encounters in different contexts are used to build layers of knowledge that children are able to draw on as they progress through school.

### **Implementation**

We recognize that in all classes, children have a wide range of ability and we seek to provide suitable learning opportunities for all children, taking into account their individual learning styles. We challenge all pupils and provide the scaffolding they need to succeed. The links between topics, units and other subjects are articulated throughout the children's learning to help them embed prior knowledge and support retention.

All lessons start with a question and children are challenged to find an answer by utilizing and evaluating a number of sources. As they progress through the school, this skill develops whereby they are encouraged to evaluate the value of a particular source and recognize its limitations. Language is a core component of all lessons and key vocabulary is identified at the beginning of units, displayed on the vocabulary triangles and built upon and embedded throughout their learning. Due to our cross curricular approach, extended writing is a core component of the children's learning and these opportunities are built in every unit.

### **EYFS**

The teaching of Humanities in EYFS is taught through Understanding of the World. This area of the curriculum is divided into three sections – Past and Present; People, Culture and Communities and The Natural World. These help to develop the many skills that link to their early understanding of History and Geography.

#### **Past and Present**

Through Past and Present, children show interest in the lives of people who are familiar to them and talk about significant times in the lives of their families. Children have the opportunity to talk about past and present events in their own lives.

#### **People, Culture and Communities**

Through People, Culture and Communities, children look closely at similarities and differences between life in this country and in other countries, drawing on knowledge from stories, non-fiction texts and simple maps.

## The Natural World

Through The Natural World, children develop skills linking to their understanding of Geography. Children explore the natural world around them, make observations and discuss similarities and differences between this and contrasting environments. They learn about some important processes and changes in their environment, including the changes in weather and seasons.

### **Assessment (Impact)**

Pre-learning tasks ensure that learners are directly involved in the planning process. Focus pre-learning grids are used to assess what learners already know; what misconceptions they may have and what really interests them. We then take account of the outcomes to plan the subsidiary learning challenges for each major area of study.

Continuity and progression in our curriculum is built around objectives categorised into essential knowledge, understanding and key skills within subject disciplines. These are broken into year group expectations and have additional challenges to deepen understanding taking into account all children's ability. Summative assessment takes a variety of forms and children are given the opportunity to demonstrate their knowledge and understanding in a variety of ways e.g. hot-seating, presentations and debates.

### EYFS

Upon entry to school, children are observed and assessed using statements from the Development Matters to form the baseline assessment which takes place within the first half term of school.

During the school day, the EYFS are constantly assessing using the online tool, Tapestry. Evidence of learning and observations are recorded to generate a child-specific learning journey.

During the year, the children are summatively assessed four times; summative judgements are uploaded on to data trackers where data is analysed and children in need of extra support or challenge are identified.

### **Home/ Community**

At Grange, we recognise the importance of the home and wider community in supporting children's learning. We proactively engage our local community in showcase events which celebrate the children's learning with their families and the local community. We utilise the skills and expertise of people in our local area to bring learning to life and put it in to a real-life context. External providers run some university workshops to ensure Humanities learning runs throughout the school day. Every year, our school council supports projects in our local community and the wider world encouraging responsibility in their role as global citizens.

Open-ended homework projects linked to the humanities are designed to develop oracy and facilitate conversations about learning at home. Children are encouraged to present their learning in creative ways which is then celebrated with their classmates.