

HOWITT PRIMARY COMMUNITY SCHOOL

(Part of Embark Academy Trust)



Humanities Policy May 2022

Howitt Primary Community School **Humanities Policy** **May 2022**

What is Humanities?

At Howitt Primary Community School, 'humanities' refers to the teaching of history and geography. This learning is completed in a 'topic' book and we refer to our humanities teaching as 'topic' work.

Our History Intent

At Howitt Primary Community School, we provide an engaging, relevant and challenging history curriculum which aims to inspire and motivate. Our curriculum is carefully designed to increase and develop historical skills, knowledge, concepts and attitudes by studying notable people, events, communities and time periods. Our curriculum intends to develop critical thinkers who work collaboratively and independently in the 21st century.

History has always been held in high esteem at our school, with the school's own rich history being a defining and distinguishing feature. Our history curriculum is personalised and enables our pupils at Howitt Primary Community School to develop an in-depth understanding of the rich history of their own locality drawing from, and making connections to, the immediate and wider, local area.

Our curriculum ensures that pupils develop a secure chronological understanding of Britain's past and that of the wider world. Our history learning begins in the EYFS where children learn about the past and present, enabling children to develop appropriate knowledge to access the national curriculum. Our learning enables children to make appropriate and relevant connections across and through time, through exploring concepts that help them to understand historical attitudes and values and develop empathy for those of different cultures and time periods. Ultimately, we intend that our pupils develop a sense of identity and belonging through the study of history.

Our pupils know more, understand more and remember more.

Our Geography Intent

At Howitt Primary Community School, our geography curriculum is much more than simple map work and remembering the locations of various countries, continents and oceans. It is our intent that our pupils experience a geography curriculum which enables them to not only function, but to thrive in an ever changing, multi-culturally diverse, interconnected global community. Through the teaching and studying of geography, we teach our pupils the skills and tools they need to prepare them for life in 21st century Britain.

Through the teaching of geography, we enable our pupils to appreciate the human and physical aspects of both their local communities and the wider world around them. Within our curriculum, we also underpin our teaching with environmental concerns and impacts so our pupils are prepared to thrive and succeed in an ever-changing global climate.

Enquiry is an integral part of geography learning and is at the heart of our geography curriculum. Right from the start in our Early Years, we encourage pupils to ask crucial questions, to ask what and where and to ask why and how, to help them understand their immediate environment. As pupils progress through our school, they become independent geographers who enquire and perform fieldwork linking to crucial global climate and environmental issues and make important connections to their own locality.

Through our geography curriculum, we teach and expect our pupils to take responsibility for the environment and the wider world in which they live. We see geography as a powerful and enabling subject that teaches our pupils to enquire, explore and explain. Thinking geographically therefore, offers a uniquely powerful way of seeing the world.

Where Does Learning Begin?

History and geography learning begins at our school in the Early Years Foundation Stage (EYFS). Children in our Early Years develop their understanding of history through the Early Learning Goal (ELG) 'Understanding the World' (UTW) where they will learn about the 'past and present.' Geography learning also begins under the same ELG through exploring 'people, culture and communities' and 'the natural world'. At our school, we follow the Development Matters document (non-statutory) as well as the updated subject progression documents for history and geography in order to deliver this learning. This, in turn, enables our children to work towards ultimately achieving the UTW ELG at the end of the EYFS. This learning is evidenced in a class 'floor' book. The way in which history and geography learning is delivered in the EYFS ensures that our children are ready to access the KS1 national curriculum as they move into Year 1.

What Do We Teach in KS1 and KS2?

Our teaching covers all of the national curriculum KS1 and KS2 statutory objectives in both history and geography. We create topics to ensure this coverage, whilst also ensuring we cover the 6 Embark global themes which underpin our overall school's curriculum. (See 'curriculum policy' on our school website). These themes drive and ensure a thread of progression throughout our curriculum. Our topics are developed with our pupils' needs and interests in mind, whilst teaching about notable people, events, communities and time periods, as well as ensuring our topics teach pupils about local, national and global places, human and physical geography and environmental concerns. We also personalise our learning to our own school's rich history, through teaching a unit about 'The Howitts' and taking advantage of our school's fantastic grounds to undertake fieldwork. We also use our local area to enhance our learning, with fieldwork activities often taking place within Heanor town or Shipley Park. We tailor our learning to ensure it is relevant to our pupils and to ensure that knowledge is acquired and skills are developed. Please see 'Appendix 1' to see our whole school topic overviews of what we teach each half term.

How Do We Teach?

We teach history and geography with an enquiry approach, with a key question driving all topics and learning. This is broken down into key, sequenced steps and lessons to ensure topics are taught purposefully and progressively and ultimately answer the overall enquiry question. At the start of a new unit of learning (and/or at the start of every lesson), teachers refer back to prior learning to constantly reinforce how what we are learning links to a bigger picture. For example, a previous topic about the Romans is referred to when teaching about the Anglo-Saxons as this is the period of history which followed. Previous learning within a topic is constantly referred back to in order to reinforce and consolidate learning for our pupils.

We teach both conceptual and factual knowledge whilst teaching our pupils key history and geography procedural knowledge (see 'procedural knowledge progression documents' on our school website). We teach history and geography disciplinary vocabulary as well as topic specific vocabulary. We build in opportunities for pupils to independently research as part of their topics and encourage our pupils to ask questions and seek answers. We teach in a way to expose and allow our pupils to access a variety of resources and sources.

Why Do We Teach The Way We Do?

We teach our topics in this way to provide our pupils with engaging, relevant and challenging humanities learning which is clear and purposeful. We intend that our learning inspires our pupils whilst equipping them with geographical and historical skills, knowledge, concepts and attitudes needed for life in the 21st century. We also aim to develop pupils' interests, curiosity and motivation to learn. We intend that our topics enable pupils to be objective with their voices and opinion and ultimately take responsibility for their future.

We teach our topics in a specific order and via the 6 global themes in order to promote progression of subject specific knowledge and procedural knowledge. [This should ensure our pupils know more, remember more and can do more.](#)

How Do We Plan?

We use a Long Term Planning (LTP) document to ensure we have planned for full national curriculum objective coverage in history and geography over our two-year cycle. We then plan each half term's topic on a specific Medium Term Planning (MTP) template to ensure our topics are planned in a progressive way which shows a clear learning journey across all subjects, making learning meaningful and relevant. We use history and geography progression documents and the national curriculum to ensure we are planning to progressively teach relevant procedural knowledge and subject knowledge to our pupils. Please see our school website's 'Our Curriculum' page to see our MTPs and LTPs.

Feedback and Marking

During our learning, wherever possible, immediate **live feedback** is given which rectifies misconceptions, gives praise or asks probing questions to move learning on. After the task and/or at the start of the next lesson, topic work is marked and where appropriate, written feedback is given. This is often to identify the procedural knowledge or subject specific knowledge that has been learned or used in the lesson.

In topic books, 'next steps' are added to work where appropriate to move history and geography learning on. This marking is always topic specific and would not be English based although all learning does follow the school's 'non-negotiables' which identify expectations. Topic specific and history/geography disciplinary spellings are expected to be identified and corrected by the pupils.

Assessment, Progress and Data

Staff keep appropriate records of assessment that inform planning. Topic work is assessed through the monitoring of the pupils' books and the mind map completed in the pupils' learning journals at the beginning or end of a topic (see Appendix 2).

A **monitoring schedule** is set up for each term where subject leaders, SLT, governors and teachers take an active role in monitoring progress and attainment. This includes subject leaders for humanities monitoring books across the school (from EYFS – Y6). We use a triangulation of data, a review of pupils' books and pupil interviews to gain an overall view and to identify successes and next steps.

Non-core assessment grids will be used as a tool for assessing history and geography learning from September 2022.

Equal Opportunities/Inclusion

Our topics ensure diversity and inclusivity are taught. It is the expectation that all learners are able to access our history and geography learning and that class teachers adjust planning to enable access for all. Teachers are encouraged to discuss any concerns with the SENDCo and the humanities leads so that appropriate support can be put into place to ensure all learners can access our curriculum.

Learning Journey Displays

As part of the learning process of our topics, a 'learning journey' display is developed throughout each topic (see Appendix 3). Where a topic is underpinned by a humanities subject, a key strand on the learning journey display will be the history and/or geography learning that takes place. Over the half term or term, the display evolves as learning is delivered, therefore, the sequential learning journey in history or geography will be added to the display as the learning unfolds. By the end of the unit, the learning journey in history or geography will form one of the three journey strands on the display. The key topic and history/geography disciplinary vocabulary is also

displayed as part of learning journey display, alongside the key history or geography enquiry question.

Topic Homework Projects

Pupils are given homework projects to complete when they begin a new topic. This homework is designed to equip our pupils with some historical or geographical understanding about their new topic whilst promoting independent learning. Homework projects range from creating an artefact, creating a model, independently researching and recording findings or completing an Embark Award. Pupils often use their writing, computing and artistic skills as well as creativity to complete their homework projects. We encourage our pupils to complete these projects alongside their families. We then hold an open event where parents, governors and other adults are invited into school to see the projects our pupils have created. This is something that we had to stop during the pandemic but will be back in place from summer 2022.

Independent Learning

We promote independent learning in all of our history and geography lessons. This is often specifically planned into our lessons or promoted via our topic homework. We always encourage our pupils to independently research and answer questions posed in our topic lessons and to independently research to pursue their own interests.

Name of Humanities Subject Team: Lucy Brooks, Sam Boustead.

Name of designated governor: Jane Bowley

This policy is to be used in conjunction with:

- Subject Policies
- Teaching and Learning Policy.
- Equality Policy
- SEND Policy
- Feedback and Assessment Policy
- Presentation Policy
- Homework Policy

Appendix 1

Cycle 1 Whole School Overview (2022-2023) (Updated September 2022)

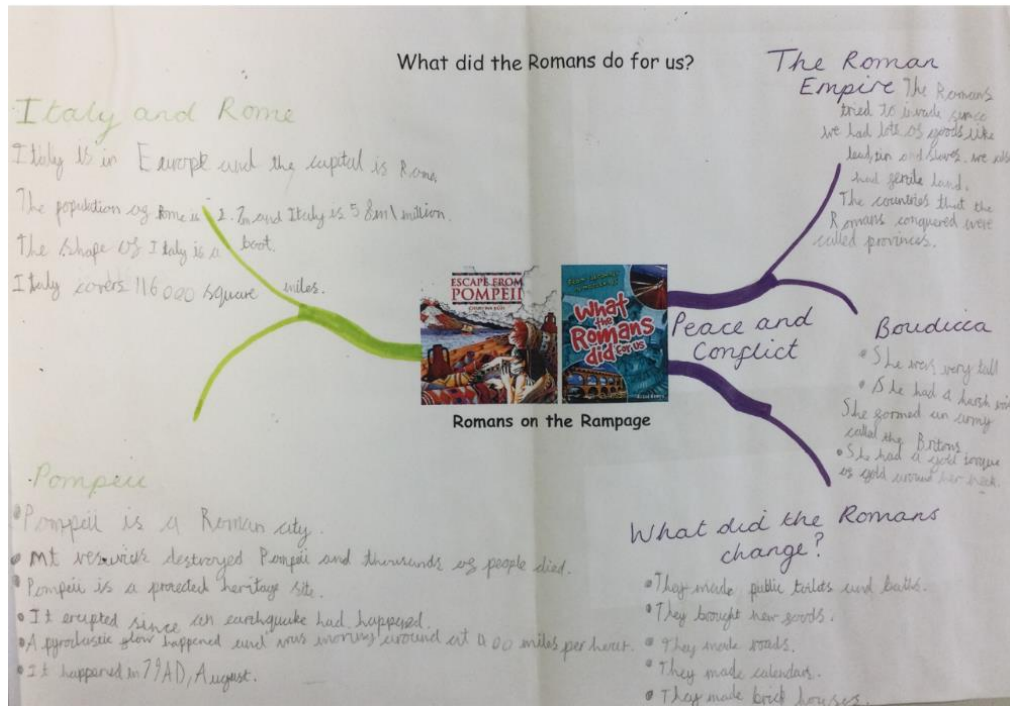
	Autumn 1 <i>Theme: Identity and diversity</i>	Autumn 2 <i>Theme: Peace and conflict</i>	Spring 1 <i>Theme: Social justice</i>	Spring 2 <i>Theme: Saving our environment</i>	Summer 1 <i>Theme: Our heritage</i>	Summer 2 <i>Theme: Our world and beyond</i>
EYFS (Early Learning Goals)	Marvellous Me!	Nature's Toy Box	Tell me a story (Winter)	Circle of Life	I would like to be a...	Wonderful World
Year 1 and 2	Welcome To Our World (Geography)	Remember Me (History)	How can we make a difference in the community? (Geography/Science)	Our Environment (Geography/Science)	The Great Fire of London (History)	Life Is An Adventure! (Geography)
Year 3 and 4	Ancient Civilisations (History/Geography)	Ancient Civilisations (History/Geography)	Ancient Greece (History/Geography)	Wild Weather (Geography)	The Howitts: A Local Study (History)	Traders (Geography)
Year 5 and 6	WWII (History)	WWII (History)	Victorians (History)	Rainforests (Geography)	Rainforests (Geography) Y6 - Islamic Civilisation (History)	Space (Science)

Cycle 2 Whole School Overview (2021-2022) (Updated September 2022)

	Autumn 1 <i>Theme: Identity and diversity</i>	Autumn 2 <i>Theme: Peace and conflict</i>	Spring 1 <i>Theme: Social justice</i>	Spring 2 <i>Theme: Saving our environment</i>	Summer 1 <i>Theme: Our heritage</i>	Summer 2 <i>Theme: Our world and beyond</i>
EYFS	Marvellous Me	Awesome Autumn	Tell Me a Story	Get Growing	Circle of Life	Wonderful World
Year 1 and 2	Then and Now What has changed? (History/Geography)	What makes a person a significant individual? (History)	Am I making the right choices? (Geography)	Do we have the power to make a change? (Geography)	What has the Queen done for Great Britain? (History)	Down Under (Australia) (Geography)
Year 3 and 4	Why do different countries around the world speak French? (Geography/History)	Romans on the Rampage (History)	Anglo Saxons and Scots (History/Geography)	Air Pollution (Geography)	What was prehistoric Britain like? (History / Geography)	What was prehistoric Britain like? (History / Geography)
Year 5 and 6	What makes Britain great? (Geography)	Vikings (History)	Egyptians (History)	Egyptians (Geography)	Y5 - American Adventure (History/Geography) Y6 - Islamic Civilisation (History)	American Adventure (History/Geography)

Appendix 2

End of topic 'mind map' from a learning journal.
Y3/4 example



Appendix 3

Topic learning journey display about 'The Anglo-Saxons'.

The history and geography progressive learning journey can be seen on the middle strand.

