

## What Humanities looks like at Gilmorton Chandler



### INTENT:

Our humanities curriculum supports the aims and objectives of National Curriculum 2014.

We believe -

- Everyone is given the opportunity to learn about History and Geography at both a local, national and international level.
- All learning aims to stimulate the children's interests and develop their understanding.
- Children should be given the opportunity to develop the skills of research, investigation, analysis and problem-solving through their Humanities lessons.
- Through their growing knowledge and understanding of Humanities, children gain an appreciation of life in other cultures, giving them the ability to carve out their own values and beliefs and the understanding to be respectful of other cultures and belief systems.
- Cross-curricular links are made when relevant, particularly to give a connected curriculum.
- CPDL, based on research, enables us as practitioners to adapt our teaching to best benefit our pupils.
- Teachers need to have a strong, connected understanding of the material being taught.

### IMPLEMENTATION:

#### Geography

In Foundation stage Geography is taught through the Development Matters Framework. Children look at similarities and differences of the environment they live in compared to others which they encounter through stories, clips and village walks. Children also map their local area and study points of interest.

	Key Questions		
Year 1	What is the geography of where I live?	How does weather affect our lives?	How does a non European country compare with where I live?
Year 2	Why don't penguins fly?	Why do we love being beside the seaside so much?	
Year 3	How and why is my local environment changing?	How can we live more sustainably?	
Year 4	Why do some earthquakes cause more damage than others?	Why are jungles so wet and deserts so dry?	

Year 5	How do volcanoes affect the lives of people on Hiemaey?	Why is fair trade fair?	
Year 6	Who are Britain's National Parks for?	What is a river?	

## History

In Foundation stage History is taught through the Development Matters Framework. Children look at similarities and differences between themselves and others. They look at each others history through the use of family trees. Through a variety of topic work children look at the world around them, past and present; this may be through dinosaurs, real life superheroes or vehicles.

	Key Questions		
Year 1	Our local area - What is the history of where I live?	A person of significance from the past - What is Grace Darling famous for?	
Year 2	World War 1 - Why do we remember?	The Great Fire of London - How did it change the city?	
Year 3	Stone age to Iron age - How did life change?	Romans - What was Roman Britain like?	
Year 4	Anglo Saxons - Who were they and why did they invade Britain?	Vikings - How vicious were the Vikings?	Ancient Egyptians - How can we discover what Ancient Egypt was like?
Year 5	Richard III - A good king or a bad man?	Tudor Times- How did Britain and our local area change?	
Year 6	Ancient Greece - How did the ancient Greeks change the world?	The Maya Civilisation - Why did the Maya civilisation rise and fall?	

What Humanities lessons looks like in our school;

- Teachers give children the opportunity to review previous learning, provide models for the kinds of responses pupils are required to produce, provide adequate time for practise to embed skills securely and scaffold new learning.

- New units of study begin with finding out children's existing knowledge, and what they would like to learn, this may shape the direction that the topic goes in, in order to sufficiently engage and challenge all pupils.
- A mixture of seating during lessons provides opportunities for all children to flourish
- Opportunities to look at artefacts, maps, and a wide variety of evidence so that children are able to reason the weight of the evidence and discuss multiple viewpoints
- Wherever possible Historical and Geographical field trips are arranged so that children can experience different places, ages, ways of life.
- Children are encouraged to both answer and ask questions

This is what we do:

- Planning for Geography begins with Key Questions from the Collins scheme, however the lessons are then shaped by the children's interests and previous knowledge.
- Planning for History begins with the children's previous knowledge and a class collective of what they would like to learn. Teachers then build an exciting and cross-curricular plan from this.
- Field trips provide children with valuable experiences which are then implemented in to the work they produce.
- Studying a variety of resources including books, the internet and artefacts gives children a hands on approach to learning.
- Positive use of mistakes/misconceptions- learning environment.
- Regular book scrutiny, learning walks, planning audits, pupil perceptions.
- Homework which encourages children to expand their knowledge through a project based approach, which enables all children to succeed.
- Whole school events to commemorate historical events such as, Remembrance Day.
- Whole school CPDL.

## IMPACT:

This is the impact of the teaching:

- Confident children who can talk about how History has shaped our present, and how our values and choices impact our future
- Resilient children who can talk about how local and international issues impact their lives and the changes that they can make in order to make our planet a safer and more equal place for all.

This is how we monitor the impact

- Teacher assessment.
- Tracking grids are completed by teaching staff and analysed by the humanities coordinator and head teacher.
- Feedback to parents during parent interviews and annual reports.
- Pupil interviews are undertaken by the coordinator.
- Marking and feedback.
- Targeted use of TAs - TA's noting and recording learning observations of individual children.
- TA/Teacher conversations and feedback time.

This is how we use intervention:

- Quick response intervention (reteach in books), following marking / assessments with identified children.
- Small group additional teacher support for identified children.
- Pre-teaching to specific groups of children.

This is how we challenge the rapid graspers:

- Problem solving on a real life scale
- Deepening reasoning and justification
- Allowing them to use their knowledge to teach others and therefore stretch their own learning to a deeper level.