



Rationale for Humanities



Curriculum Intent

We aim to develop and sustain pupils' curiosity about the world both historically and geographically, enjoyment of historical enquiry and understanding of the correlation to geographical concepts over time, places, and physical and human geography over time making meaningful links and as a result all children will be able to draw on secure knowledge of concepts repeatedly and in different contexts.

Our main purpose of humanities education should be to enable every individual to have a sound understanding of how geographical and historical events and knowledge have shaped the world in which they live, to use this knowledge to formulate opinions founded in substantiated facts/evidence and then inform their ability to reflect on how and why changes occur and what this means for society both now and in the future.

We have a knowledge-rich humanities curriculum, with breadth and coherence at the core.

As stated in the 2014 National Curriculum for History our curriculum aims for all children to be able to have a:

- Coherent knowledge of historical events of the UK and sequence events into a chronological narrative.
- Know and understand significant aspects of history in the wider world.
- Gain and deploy a historically grounding understanding of abstract terms.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significant and use them to make connections.
- Understand the methods of historical enquiry.
- Gain historical perspective by placing their growing knowledge into different contexts (geographical, cultural, religious, political, etc...)

As stated in the 2014 National Curriculum for Geography our curriculum aims for all children to be able to have a:

- Develop contextual knowledge of the location of globally significant places.
- Understand the process that give rise to key physical and human geographical features of the world and how these change over time.
- Are competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).



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- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

We aspire for pupils to leave school with knowledge to be successful at secondary school and a desire to participate in humanities with a genuine interest in the discovery of new historical and geographical enquiry to further develop our knowledge of the world in which we live.

During Key Stages One and Two pupils cumulatively build knowledge and skills needed to succeed at secondary school. The curriculum model centres around being able to re-visit topics in Geography and periods in history that have common themes and concepts enabling the children to make links, offering opportunity to further increase and secure knowledge, skills and understanding, with carefully selected practical opportunities to develop enquiry skills and substantive knowledge and concepts.

In Humanities we aim to build pupils' historical and geographical wealth, not only in humanities lessons but beyond the classroom, enabling pupils to see how history and geography impacts our daily lives. For example, the democratic rights we have within our country and locality including school councils have been born out of historical events. Understanding the locality in which we live and the human and physical features of our coastline. Starting at a personal level and building these foundations of knowledge and skills through practical and meaningful experiences is key to the progress of knowledge in both history and geography. These concepts are the underpinning foundations for the structure of our humanities curriculum at Watlington Community Primary School. These carefully interwoven knowledge bases provide cross-curricular links and opportunities to embed a deeper understanding and therefore children have a greater fingertip knowledge base on which to build new knowledge.

In History children will develop disciplinary knowledge – 'second-order concept'

1. Cause
2. Consequence
3. Change and continuity
4. Similarity and difference
5. Historical significance

Followed by concepts linked to historical argument

1. Sources of evidence
2. Historical interpretations
3. Historical perspective (Added within our curriculum based on Fordham's 'curricular theorising debate as documented in the DfE History Research Review published 14th July 2021).

In Geography we strive for all children to become a confident geographer by demonstrating:

1. A clear understanding of where to locate and find certain places locally and worldwide.
2. Having the ability to interpret, understand and apply geographical information using a variety of resources.
3. Able to use geography vocabulary to articulate their understanding of the subject and to present findings
4. Understanding the process of key physical and human characteristic features of the world including ways places are interdependent and interconnected.
5. Have great observational skills to support them in fieldwork.
6. Secure in their abilities to make opinions by having a clear knowledge about current issues in the local or wider society.
7. The ability to question, enjoy and have curiosity about geography



Implementation and Pedagogy

The humanities curriculum is comprehensive broad and balanced and follows the National Curriculum 2014.

The curriculum works on a spiral principle where pupils revisit key concepts throughout history and geography principles both locally, within Europe and the wider world, with increasing levels of complexity and demand, building on prior knowledge, not moving on until this knowledge is secure. Whole school approaches such as retrieval practice on a daily, weekly and monthly basis are integrated into the delivery approach. Teachers have a sound knowledge of the sequence of skills and knowledge taught from EYFS through to Year 6 and therefore can track backwards providing the opportunity to draw upon and refer to previous knowledge and skills that have been taught over time. Curriculum implementation is based on the work from the historical association and geographers.

Humanities lessons are timetabled to allow for spacing between lessons. Pupils should study an hour of Geography and History each week (however, this can be chunked into history and geography blocks over a half term), using in house Schemes of Learning supported by resources displayed in the scheme of learning document. In Early years, geography and history is taught through the children learning by play with some adult –led activities. Additional opportunities are provided in History, such as Black History Month.

The humanities curriculum is based on a knowledge-rich curriculum covering the National Curriculum. Outline schemes of learning have been written by a History/Geography subject leader within school and explicitly maps out in detail the knowledge required in each of the topics, and map out the progression of knowledge from one year or key stage to the next. The basis of the curriculum design is influenced by the work of psychologists Daniel Willingham and the learning historians/ geographers.

The curriculum map allows for key concepts within history and geography to be revisited over the course of study, each time a concept is revisited more depth and a greater understanding can be gained and links to other events on history or physical and human geography can be secured and deepened. Thus further connections are made between prior learning and new knowledge. This long-term curriculum map allows for the mixed age classes and ensure coverages without year groups repeating specific topics.

Based on Rosenshine's principles of instruction, new learning in each topic is broken down into small steps across a series of planned lessons linked to the big question associated with each topic in KS2 or the theme in KS1. The size of the step increases as pupils acquire more knowledge. All activities are planned to deepen understanding of historical/geographical ideas/concepts. At the start of any new unit/topic in history and geography teachers are required to complete a knowledge grid to capture what prior learning the children have acquired that is linked to the new unit/topic, for example if teaching a new civilisation, recapping what a civilisation is and what civilisations the children can recall. At the end of the topic this knowledge grid can again be completed by the teacher in KS1 and by pupils in KS2 so they are to recall what they have learned as an assessment for the class teacher and to be used by the subject leader to assess the impact of the Outlined scheme of learning.

In History practical and hands on experiences are used in class for pupils to develop both their knowledge of key events but immerse themselves into the physical experiences for example participating in theme days where the children and staff dress in costumes of the time, re-enact key events from history, bake and eat food of the times, handle, explore and manipulate artefacts and hot-seat key characters to explore motivations as well as facts leading to key historical events. Trips to local historical places of significance are also highly encouraged and promoted within school to support and



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embed children's understanding of the events and put them into perspective. For example – round towers and the Viking legacy in Norfolk, Saxon towers, Castle Rising, Grimes Graves etc.

In Geography the same principles and teaching methods are promoted to provide the children with a knowledge rich and balanced curriculum experience, the use of local area and places of significance are used to support learning, these range from visits to the Norfolk coastline to consider the human and physical features of the landscape, populations, farmland and even considering the use of local wildlife reserve (Wataunga) and exploring biodiversity within this environment. Practical tasks are designed to allow pupils a hands-on experience of geography and start to develop their exploration skills and critical thinking. Teachers demonstrate how to use subject specific equipment and actively encourage children to embrace these practical experiences for themselves.

Learning activities and teaching styles are not prescribed but a variety of approaches will be used in lessons and suggested in the outline schemes of learning and are referred to in the school's teaching and learning strategy.

Opportunities for cross curriculum links

The class teacher is able to see links between history, geography, science, art and maths when they deliver lessons and make these links explicit to pupils. This enables pupils to build connections between different subjects and connect schema in their long-term memory, adding new knowledge to existing knowledge and experiences. These cross curricular links can be strongest between geography and history, for example when teaching the Ancient Civilisations of Greece and Egypt, it is important that children are able to locate these countries and identify key physical features that may have influenced the lives of these ancient people who lived there.

Vocabulary

Key vocabulary is identified for each unit. New vocabulary is introduced to pupils through direct teaching to pupils with the word meaning and origin, pupils are shown how to use the word in a sentence and which part of speech the word belongs to. For example: Coastline - The coast is the land along a sea. The boundary of a coast, where land meets water, is called the coastline. Waves, tides, and currents help create coastlines. When waves crash onto shore, they wear away at, or erode, the land.

Teacher subject knowledge

Our teachers are encouraged to continually improve their knowledge and practical competence by:

- Having access to CPD and resources that cover every area of the National Curriculum such as <https://www.teachwire.net/primary/>
<https://mrshumanities.com/tag/cpd/>
<https://www.history.org.uk/primary/categories/curriculum>
<https://www.twinkl.co.uk/blog/a-huge-list-of-free-online-cpd-courses-for-teachers>
- Observation by the humanities subject leader with feedback and professional discussion
- Subject knowledge support and practical demonstration from the Humanities subject leader
- Humanities themed staff meetings during the school year.
- Inspection of pupil work via scrutiny of book work and learning walks.
- Termly analysis of pupil progress in Humanities.
- Humanities drop ins and feedback

Humanities Subject Leader Role

The school has appointed a humanities coordinator whose responsibility it is to oversee the history and geography function of the school. They will:



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- 1) Strive to continually improve all aspects of the school's humanities teaching and learning.
- 2) Purchase sufficient resources that allows the school to adhere to the learning and activities describe in the outline scheme of learning.
- 3) Monitor the impact of humanities delivery by assessing and track pupil progress
- 4) Improve their own practical and technical knowledge of humanities.
- 5) Conduct annual reviews of the school's humanities provision.
- 6) Communicate with teaching staff when necessary.
- 7) Report to the Governors

Impact

The successful approach at Watlington CP School results in a fun, engaging, high-quality humanities education, that provides children with the foundations for understanding their local history and geography and that of the wider world, noting events of historical/geographical significance and importance. Through various workshops, trips and speakers' children have the understanding that history and geography has shaped our world and understand that it is vital to understand the reasons for the changes and impact on our community, country and wider world from an historical and geographical perspective. Children learn the possibilities for careers in the arena of historians and geographers as a result of our community links.

Pupils are well prepared to access new learning at secondary school because they have a sound foundation of knowledge secured at EYFS, KS1 and 2. As cited by cognitive scientist Daniel Willingham "Those with a rich base of factual knowledge find it easier to learn more".

We measure the impact of our curriculum through:

- Ongoing formative assessment through retrieval practice, marking books and feedback to pupils, teacher -pupil dialogue and assessment of practical skills
- Monitoring of pupils' responses in retrieval practice
- Performance in end of topic quizzes and completion of end of topic assessment tasks
- Data tracking in 4 data drops per year
- Student voice with school council

At the end of KS1 and KS2 teachers will assessment whether a pupil has or has not met the expected standard. This performance measure will be tracked in school.

Work scrutiny and book looks by subject leaders will monitor the impact of the history and geography curriculum. Writing in humanities subjects will also be used to inform teacher assessment of pupils writing for end of key stage statutory assessments and used with internal and external moderation sessions.

Sources:

- <http://www.danielwillingham.com/articles.html>
- <https://www.sec-ed.co.uk/best-practice/four-ideas-for-applying-rosenshines-principles/>
- <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>
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- <https://www.gov.uk/government/publications/research-review-series-geography>



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- <https://www.gov.uk/government/publications/research-review-series-history>
- <https://www.keystagehistory.co.uk/ofsted/recent-reports/10-vital-things-primary-history-subject-leaders-should-draw-from-ofsteds-review-july-2021/>
- <https://schoolsweek.co.uk/speed-read-ofsteds-guide-to-a-high-quality-geography-curriculum/>
- <https://www.history.org.uk/primary>



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Main priorities

PRIORITY	ACTIONS	WHEN?	WHO?	IMPACT	RAG
SUBJECT HUMANITIES					
Increase the amount of meaningful practical activity in lessons, whilst ensuring key knowledge is linked to the practical task.	<ul style="list-style-type: none"> - Check resources in humanities cupboard and ensure practical activities in SOL are resourced. - Teacher CPD on humanities resources – virtual, local resources, lending libraries, trip locations, etc... - Use of local historians and librarians to come and talk, interview parents that work at local quarries to talk about stone and different formations. - Canvas parents and local communities to find a resource bank to enhance the teaching and learning of both geography and history. - Pupils to develop skills in writing up practical fieldwork and historical research/interviews - Monitoring of humanities lessons with purpose and practical focus 	July 2024	Subject Leader Teachers	Teachers are equipped to deliver humanities lessons and as a result teach purposeful, interactive, challenging, better prepared and engaging lessons. Practical activities are well matched to the learning intentions Pupils develop their geographical and historical enquiry skills and are prepared for secondary humanities.	
Develop teachers subject knowledge in humanities	<ul style="list-style-type: none"> - Survey for teachers in confidence in subject knowledge - CPD in teacher meetings for access to resources: physical, websites, locations for trips, visitors, etc... - Peer observation - Co-teaching 	July 2024	Subject Leader Teachers	Teachers are more confident to deliver humanities lessons and as a result teaching exposes the children to a greater level of challenging, better prepared and interactive with engaged learners.	
Ensure SoL are completed for the new curriculum LTP and meet the needs for mixed age classes.	<ul style="list-style-type: none"> - Subject lead to complete writing of the SoL - Share with teachers - Feedback from staff on SoL. 	July 2024	Subject Leader	Teacher follow SoL to ensure all curriculum content is covered Pupils develop greater humanities knowledge and are able to recall this due to the sequencing of lessons in SoL.	



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Raise the profile of humanities in school through promotion and celebration of humanities	<ul style="list-style-type: none"> - Develop a competition for children to develop their map making and map reading skills. EYFS – treasure hunt with map reading skills, KS1 – making a map of the school, KS2 – design a map of the school, inside and outside area with a key. Prizes to be won. - Celebrate Black History Month week with assemblies and competitions - Competition: Significant figures in history – the children are all encouraged to research a significant figure from history they are inspired by. Posters, fact file, presentation, etc... Book voucher prizes 	July 2024	Subject Leader	Pupils engage with humanities outside of the classroom and share enthusiasm for humanities – evidenced by pupils voice.	
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