Waterthorpe

Nursery Infant School

Humanities Policy

March 2023

Approved by: **Curriculum Committee**

Date: April 2023

Next Review Date: Spring 2026

Policy Statement

INTRODUCTION:

At Waterthorpe Nursery Infant School, we bring together History and Geography under the shared heading of Humanities. We focus on the fundamental skills and knowledge of the subjects that are set out in the National Curriculum. Our aim is to establish a strong understanding of the world and our place within it – whether past, present or future. We hope to inspire within our children the keen interest and enthusiasm that is necessary to become life-long learners, and to foster an open-mindedness towards other people and cultures, as well as a sense of responsibility to the world around us.

INTENT:

Our Geography curriculum is designed to develop children's curiosity and fascination about the world. Children investigate a range of places and their locations in KS1 – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human features. We are committed to providing children with opportunities to investigate the city of Sheffield so that they can develop of real sense of who they are, where they live and what makes our local area unique and special. We also develop the children's ability to apply geographical skills and fieldwork to enable them to confidently interpret and communicate their findings and geographical understanding.

Through high quality teaching, we intend to develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- An extensive base of geographical vocabulary;
- Fluency in map skills and fieldwork to reach clear conclusions;
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

Our History curriculum is designed to inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically. We aim to develop historical knowledge and skills which are transferable to whatever period of history is being studied and will equip children for future learning.

Through high quality teaching, we intend to develop the following essential characteristics of historians:

- An excellent knowledge of people, events and changes from a range of historical periods, including significant events in Britain's past;
- An extensive base of historical vocabulary;
- The ability to think critically about history and communicate ideas confidently;
- Fluency in the skill of putting events/significant individuals in chronological order;
- Fluency in the skill of researching and obtaining historical evidence from a range of sources;
- Fluency in the skill of formulating questions and lines of enquiry about the past;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

For the children in Early Years Foundation Stage we intend for them to know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They should know that other children have different likes and dislikes and that they may be good at different things. They will understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. They will talk about the features of their own immediate environment and how environments might vary from one to another. They should make observations of animals and plants and explain why some things occur, and talk about changes.

IMPLEMENTATION:

TEACHING METHODS AND ORGANISATION

Both the geography and history curriculum has been mapped out onto a curriculum ladder designed to show a progression of knowledge and skills throughout a child's time at Waterthorpe. This ensures appropriate coverage and makes it clear to teachers exactly what to teach pupils and when (in terms of year groups).

Humanities are taught through a cross-curricular approach to support either topic work or other curriculum areas. We plan a three-year cycle of topics so we can build up schemes of work including incremental small steps building towards an end point. This means that in KS1 each lesson relates to the next so that pupils can clearly see their sequence of learning and how what they learnt yesterday has helped them today. Within the schemes of work, opportunities for the revision of facts and for the introduction to key vocabulary are built in.

The sequence of geographical concepts is built into the topics, often starting off the year in KS1 with a local study. Following this in Y2, children move onto investigating a place overseas and comparing it to where they live. This structure allows pupils to process their own location in relation to the rest of the world. Geographical skills and fieldwork are often covered early so that there are opportunities to build on what has already been taught, as well as to develop fluency so children can draw upon memory without conscious effort. This allows them to access more complex tasks like finding out about new, undiscovered places.

The coverage of recent history in KS1 such as War and Remembrance enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories. This change within living memory is particularly significant when connected to their own locality of Sheffield. They also compare key figures like British Queens in different time periods, studying them in chronological order to allow a full opportunity for children to really grasp the difficult concept of the passing of time and change.

In the Early Years Foundation Stage, we teach humanities as an integral part of the topic work covered during the year. History and geography relate to the learning objectives within Development Matters - knowledge and understanding of the world. The learning takes place through continuous provision throughout the setting, both indoors and outdoors.

TEACHING FACILITIES AND RESOURCES

There are facilities for Humanities work to take place in each classroom. Classes are also able to use the dining teaching areas, the playground and the quiet intervention rooms. The computer suite and the hall are available for each class. There is also our Forest School building, sited in the church grounds behind the school and the path and the local environment beyond the school gates.

Humanities have a budget for resources, which is managed by the subject Leader in line with the School Improvement Plan. We have maps, globes, iPads, images, artefacts, etc., within school to enhance the learning experience.

DIFFERENTIATION

Differentiation will be by task, support or outcome. Care in the planning of the lesson content for the support of pupils with SEN, including the very able, will ensure that they are provided with tasks suitably matched to their ability. Differentiation may be

achieved by modifying the task, language and stimulus, or by providing extension activities and individual support.

INCLUSION AND EQUAL OPPORTUNITIES

All pupils will have an equality of access to a broad and balanced curriculum irrespective of gender, ethnicity, class, culture, ability or any other potentially discriminating factor. Additional support is given as appropriate and following our Special Needs Policy. This is reflected fundamentally in all teachers' planning. Our Equal Opportunities Policy is adhered to across the Humanities curriculum and with extra-curricular activities.

Activities will be created within topics, which will encourage children to reflect on their own attitudes and values in relation to a wider world, e.g. tolerance and understanding. Every effort is made to provide materials, which accurately represent genders, cultural, and minority groups in modern and past societies. Statements have been created and shared on the school website to outline how our history and geography curriculum promotes British values.

LINKING POLICIES

Special Needs, Equal Opportunities, Safeguarding, Health and Safety

THE ROLE OF THE SUBJECT LEADER

Humanities within the school is monitored by the subject leader. The subject leader has responsibility for leading developments within their area, for monitoring planning, teaching and learning and for organising visitors to school.

There is a long-term planning day per year in order to plan for next year's curriculum. Subject leaders are responsible for writing the medium- and long-term planning which carefully plans for progression and depth suited to the age/year group. As part of this planning process, subject leaders also need to consider trips and visiting experts who will enhance the learning experience.

PROFESSIONAL DEVELOPMENT

The school is committed to the continuing professional development of staff and training will take place to meet the whole school priorities and individual needs. In-

service training may take place by attendance on courses, both within and outside the Local Authority (LA), or by whole school on-site training either during staff meetings, twilight sessions or on an In-service training day. A budget allocation is given for course fees and supply costs.

Accurate historical and geographical subject knowledge is always provided within lessons to allow the teacher and adults working in those lessons to feel confident and supported with the historical skills and knowledge that they are teaching.

SCHOOL IMPROVEMENT PLANNING

Our school Improvement Plan/Single Integrated Development Plan identifies development needs, planned activities, costing and success criteria for Humanities. This action plan is monitored termly and included in the Headteacher's report to governors. The plan has a full review each year in the summer term when work is evaluated and new priorities are identified.

THE ROLE OF PARENTS

Parents/carers/volunteers are encouraged to participate in the Humanities curriculum through invitations to support family workshops, to join us for special events and to accompany us on visits. Teachers also design appropriate curriculum themed home learning tasks in Y2, which children complete with adults at home.

IMPACT:

We will know if the curriculum has been successfully implemented if all pupils demonstrate a progression in skills and knowledge. Our quality teaching and learning will be seen across the school with an increase in the profile of history and geography. We measure the impact of our curriculum through a range of methods.

ASSESSMENT, RECORDING AND REPORTING

We measure the impact of the curriculum with assessments. Formative assessments are used within each lesson with key questions build into lesson plans. This assessment for learning allows teachers to be flexible with adapting the sequence of learning to ensure that children are knowing more and remembering more. Summative assessments are collected from teachers once every half term, where

attainment is judged alongside the key learning objectives/end points using a traffic light system. These judgments are used to inform the subject leader and the class teacher which children are performing below, in-line and above expectations. The assessments give teachers and subject leaders confidence in the progression of skills and knowledge as they can be used to compare throughout the year to see if intended outcomes have been met. Assessments help us to target next steps in learning.

PUPIL VOICE AND MODERATION MEETINGS

We measure the impact of the curriculum by talking to the pupils and talking to the teachers. Pupil voice questionnaires are carried out throughout the year and moderation meetings between staff are used to look at learning from all year groups. Moderation meetings take place on a rota for all subjects to allow teachers to come together to compare work from a particular subject to ensure their judgements are fair. We believe that the impact of the lessons as the basis of our curriculum is that learning is loved by teachers and pupils across school, teachers have higher expectations and more quality evidence can be presented in books. Evidence of Humanities work can be found in children's topic books, Foundation Stage Journals and photographic evidence on Tapestry. All children will use historical and geographical vocabulary accurately and will begin to make relevant links between different curriculum subjects when looking through their work. All children will also be able to speak confidently about their history and geography learning, skills and knowledge.

MONITORING AND REVIEW

This policy will be monitored by the Humanities Leader. A monitoring programme will be followed every few years and will include an update on the effectiveness of the policy by the Humanities leader. The policy will next be up for review – Spring 2026.

Appendix 1

National Curriculum for Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and 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)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Appendix 2

National Curriculum for History:

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Equality Impact Assessment

Name of policy or project being assessed?	**Date**
Humanities	20/03/2023

Priority Level	
High	
Medium	
Low	

Lead Officer: Shelly Appleby
Members of the assessment team: Suzanne Marriott & Shelly Appleby
Others involved in the assessment (peer review/external challenge): Curriculum Committee members
What are the aims of the policy or project? Our aim is to develop in students a real interest in the Humanities subjects which we believe are of central importance to understanding the world and our place in it. We aim to develop in students the skills, enthusiasm and understanding necessary to become life-long learners, and to foster an open-mindedness towards other people and cultures, as well as a sense of responsibility to the world around us.
Who is the intended customer/service user of this project or policy? **Children and staff**
What are the desired outcomes from this project or policy? **To provide a clear approach to the learning of History and Geography**
List any other key policies, procedures, projects or strategies that this policy/project has implications on: **Curriculum, Equal opportunities**

What are the racial, disability and gender equality implications of the policy or project? To ensure that all groups are given equal opportunities to access this area of the curriculum	
Does the policy or project have any significant positive impact for: ▪ **Different racial groups** ▪ **Disabled persons** ▪ **Men and women** ▪ **Boys and girls**	**Yes**
Does the policy or project have any significant adverse impact for: ▪ **Different racial groups** ▪ **Disabled persons** ▪ **Men and women** ▪ **Boys and girls**	**No**
Do you have any evidence?	
Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?	

Action to take

If you have indicated there is a negative impact, can it be justified?			**NA**	
If you have indicated there is a negative impact and it cannot be justified, is it discrimination?			**NA**	
If you have answered YES, please list all the changes that you have made to eliminate this discrimination				
Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)				

Signed (Person completing the form): Shelly Appleby	Date: 20/04/2023