



HUMANITIES STATEMENT

Intent, Implementation and Impact

Through the teaching of history and geography, the children are equipped with all the necessary skills that will enable them to become independent learners whilst maximising their creativity. Through studying a variety of question based topics they will gain a wider knowledge of their environment and history to understand the world that they live in.

Abstract

Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability or additional needs, to flourish and become the very best version of themselves they can possibly be. We teach the National Curriculum requirements, supported by clear skills and knowledge progression for each year group and key stage. This ensures that skills and knowledge are built upon year on year and sequenced appropriately to maximise learning for all children.

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Geography

Key Stage 1 National Curriculum POS

Pupil 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.

Geography

Key Stage 2 National Curriculum POS

Pupil should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Geography
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Ambition for Geography

To ensure school meets the requirements of the National Curriculum and to enable all children to succeed in geography right from Foundation Stage children are provided with opportunities to access these skills. However, formal assessment and the teaching of Key Skills begins in Year 1 through to Year 6. Children are assessed against four Key areas:

- Locational knowledge
- Place knowledge
- Human and Physical geography
- Geographical skills and Fieldwork

All these skills are key to each geography topic, which is taught in each year group through the different topics. Depending of which topic is being taught and in which year group some aspects may have a higher weighing than others. With all the topics taught the children will have a well-rounded and balanced knowledge of all these 4 aspects.

History

Key Stage 1 National Curriculum POS

Pupil should be taught to:

- 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

History

Key Stage 2 National Curriculum POS

Pupil should be taught to:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Ambition for History

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- Investigate and interpret the past
- Build an overview of world history
- Understand Chronology
- Communicate Historically

All these skills are key in each history topic, which is taught in each year group through the different topics. Depending of which topic is being taught and in which year group some aspects may have a higher weighing than others. With all the topics taught the children will have a well-rounded and balanced knowledge of all these 4 aspects.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	All about me	Patterns and Colour	Leafs Fresh!	Superheroes	Driving Adventures	Little and Large
Year 1	Geography Unit	History Unit	Geography Unit	History Unit	History Unit	Geography Unit
	What is the geography of where we live?	Favourite toys and games compare with those of children in the 1950s?	Why don't pigeons need to fly?	Who is the greatest history maker?	Who is the history of my family significant?	Why do we live being beside the sea/side so much?
Year 2	Geography Unit	History Unit	Geography Unit	History Unit	History Unit	Geography Unit
	How does the weather effect me?	What's it like to be a great explorer?	Why does it matter where my food comes from?	How do we know as much about the world as Sophie had to learn?	Why was Charles sent to prison?	How does our geography of where we live affect the geography of where I live?
Year 3	History Unit	Geography Unit	History Unit	Geography Unit	History Unit	Geography Unit
	How did the ancient Britons change during the stone age?	Why do some earthquakes cause more damage than others?	What is the source of the Viking invasions?	Where is the most violent place in the world and who owns it?	How do we help to understand the lives of people in Iron Age Britain?	Beyond the Magic Kingdom: what is the most magical place really like? (Fairytales)
Year 4	Geography Unit	History Unit	Geography Unit	History Unit	Geography Unit	History Unit
	Why are jungles so wet and deserts so dry? Colours and patterns live sustainably? Nutrition - food & exercise	How did the arrival of the Romans change Britain?	How and why is my local area changing?	Who were the Anglo-Saxons and how do we know they're important to them?	Why do so many people in the world live in megacities?	What did the Vikings want and how did Alfred help to stop them getting it?
Year 5	History Unit	Geography Unit	History Unit	Geography Unit	History Unit	Geography Unit
	Why did Augustus change the way they lived?	What is a River?	Why did Britain once rule the largest empire the world has ever seen?	Why is Fair trade Fair?	How did a pile of dragon bones help to solve an ancient Chinese Mystery?	How do the volcanoes effect the lives of people on Hawaii?
Year 6	Geography Unit	History Unit	Geography Unit	History Unit	The story of the Trojan War!	Geography Unit
	Why are mountains so important?	What is the meaning of the Battle of Hastings in 1066 as significant?	How a climate change of affecting the world?	What did King Richard III say when he said "The History of York is the history of England?"	The story of the Trojan War!	Who are Britain's national parks for?

Staff have two hours per week timetabled to deliver the humanities curriculum. The Collins scheme is predominantly used as a basis for this, however we do use some plan bee and

Hamilton tryst units to enrich the learning further along with as much outdoor learning as can take place with a creative approach to bring aspects of this learning across each and every curriculum area.

Geographical Keys Skills and what is covered:

Locational Knowledge – being able to use different maps, atlases and globes to locate a variety of places based upon their skill level.

Place Knowledge – To be able to compare locations within the same geographical range or one which is complexly different.

Human and Physical Geography – looking at different weather patterns and systems as well as being to identify an increasing complex set of human and physical features in the environment.

Geographical Skills and Knowledge – To be able to use map, atlases, glob, digital maps and read these accurately using keys.

Historical Keys Skills and what is covered:

Investigate and Interpret the Past – being able to ask questions about the past and use a wide range of sources to gather information.

Build an Overview of Word History – describe and compare events and significant people from the past.

Understand Chronology – to be able to use vocabulary to show the passing of time and place events and people on a timeline accurately.

Communicate Historically – use a range of English skills to show what they have learnt about historical events.

Implementation:

Key Skills:

To ensure Key Skills are delivered and the progression is evident and appropriate to each year group and key stage, the staff have a clear and comprehensive curriculum plan to follow.

Effective Subject Leadership:

The humanities lead Mrs R Harrison-Heath has an interest in and a passion for ensuring the humanities are taught in a fun and creative way as well as having progression throughout the school in the key skills areas. Through regular reading, research and attendance of CPD courses new topics and ways of teaching the curriculum content are discovered and shared with staff. Data is also analysed and shared regularly with staff and good practise is shared. Questionnaires are also sent out yearly to our:

- Children (to allow us to gain a pupil voice.)
- Parents (to ensure we are meeting the needs of and working closely with our families).
- Staff (to ensure CPD is effective).

The coordinator also reports to Governors regularly to discuss data and progress and to ensure school are meeting the needs of our children and staff.

A broad and balanced curriculum

A broad and balanced curriculum is offered with many opportunities for historical and geographical skills to be applied to other areas of the curriculum. Good practise is consistently shared between staff and governors have been generous with the budget to ensure our resources and curriculum to follow are up to date and constantly evolving. Flexible planning and a wealth of resources allow staff to be creative in their delivery and children to be creative in their learning. It also allows children to work beyond the school day with parents

Planning a Progressive Model:

All lesson are progressive to enable staff to understand the standard they should be aiming for and a whole school. Our curriculum is always evolving ensuring topics which are not reaching our expectations are removed and replaced with new and current topics. We now use Collins, which is made up of question enquiry based units.

Family Learning Sessions:

To ensure parents are involved in our humanities curriculum we are starting offer Family Learning sessions where parents can come into school and work with their children throughout the school year (One Per Half Term) that are supported by staff and governors. This has not be able to happen this year due to Covid-19.

Assessment

Formal assessment and the teaching of Key Skills begins in Year 1 through to Year 6. Foundation Stage are not formally assessed as they are exploratory learners at this stage. Other children are assessed against four Key areas in both geography and history:

Geography:

- Locational knowledge
- Place knowledge
- Human and Physical geography
- Geographical skills and Fieldwork

History:

- Investigate and interpret the past
- Build an overview of world history
- Understand Chronology
- Communicate Historically
-

We use the STAT Sheffield system to assess the children to ensure a uniformed approach with other subjects. We began using this system in 2018. It is based on how many children are:

- **Below**
- **Working Towards**
- **On Track**
- **Exceeding**

A child is judged as exceeding if they are independent learners in their year group as well as show the ability to relate the skills they have learnt outside of the specific learning sessions and into other curriculum areas. They must also be able to respond to feedback and disseminate these skills in class.

Impact

The implementation of this curriculum ensures that when children leave Bilston Church of England Primary School, they have a good understanding of the geographical skills and knowledge of the world and their local area and historical events and the impact of these upon our lives now.

They will have developed skills to express themselves and be creative in both humanities subjects, and be equipped to apply their skills in geography and history to different challenges moving forward.

Monitoring and Evaluation

The curriculum subject leader is responsible for the monitoring and evaluation of their own subject area. Additional management time is given to subject leaders upon request to enable them to successfully carry out their roles and responsibilities, without adding to workload. This may take place via learning walks with a member of SLT staff or with a link governor. The information from the monitoring and evaluation then forms the basis of the impact assessment for the curriculum area.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used at tools to help senior leaders and the coordinator assess the impact of the curriculum.

Outcomes for Pupils

Our curriculum consistently leads to good outcomes and results for the pupils at Bilston Church of England Primary School. Since implementing the use of our STAT assessment system (2019) school have generally shown an upward trend in computing.

However, pupils with additional learning needs also made good progress in the subject in line with their own progress measures. Assessment of these pupils is in much smaller and achievable steps.

Geography Data Summer 2020 (Covid-19)

	Below	Working Towards	On Track	Exceeding
Year 1	17	57	27	0
Year 2	8	22	65	5
Year 3	8	37	53	2
Year 4	11	24	65	0
Year 5	6	22	67	5
Year 6	7	22	72	0

History Data Summer 2020 (Covid-19)

	Below	Working Towards	On Track	Exceeding
Year 1	17	57	27	0
Year 2	8	22	67	3
Year 3	10	37	53	0
Year 4	13	21	66	0
Year 5	6	22	69	3
Year 6	7	22	72	0

How we are Improving Humanities in 2020-2021

- Rigorous monitoring is to take place regularly – with NQT's and new or additional staff being given more support and consistent feedback.
- STAT Sheffield tracking system will be used more rigorously from the start of the year to ensure assessments are more accurate.
- A resource inventory with all resources will available to all staff including all the Collins and Hamilton resources available online
- To have parent days to involve families from home to involve them and how the standard of learning children have in humanities

To Be Updated July 2021