



Humanities in the Curriculum at St Mary's.

Overview

- Aims of both History and Geography.
- Expectations within the key stages.
- What does our humanities curriculum look like?
 - Cross-curricular links.
 - Assessment and Progression.
 - Humanities in a faith school.
 - Questions.



The New History Curriculum

Chronological understanding and historical enquiry are emphasised:

“Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.”

Aims

- know and understand the story of these islands: how the British people shaped this nation and how Britain influenced the world
- know and understand British history as a coherent, chronological narrative, from the story of the first settlers in these islands to the development of the institutions which govern our lives today
- know and understand the broad outlines of European and world history: the growth and decline of ancient civilisations; the expansion and dissolution of empires; the 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 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.

Key Stage 1

Pupils should begin to develop an awareness of the past and the ways in which it is similar to and different from the present. They should understand simple subject-specific vocabulary relating to the passing of time and begin to develop an understanding of the key features of a range of different events and historical periods.

Key Stage 2

Pupils should be taught about the ancient civilisations of Greece and Rome.

In addition, across Key Stages 2 and 3, pupils should be taught the essential chronology of Britain's history. This will serve as an essential frame of reference for more in-depth study. Pupils should be made aware that history takes many forms, including cultural, economic, military, political, religious and social history. Pupils should be taught about key dates, events and significant individuals. They should also be given the opportunity to study local history.

History

What's out?

- Personal timeline history
- Historical enquiry skills
- Britain since 1930s
- Victorians
- Aztecs, Incas, etc.
- Diversity in the UK & the world

What's in?

- KS1: Concepts of monarchy, parliament, civilisation, democracy and war & peace
- KS2: Strictly chronological progression through history of Britain from early Britons to Glorious Revolution (1688)
- Requirement to teach Ancient Rome & Greece

The Geography Curriculum

New content or emphasis:

- Factual knowledge, e.g. Continents and oceans at Key Stage 1.
- UK focus at Key Stage 1, plus one non-European comparison.
- Europe and the Americas covered at KS2.

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.

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.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.

They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Geography

What's out?

- No investigative questioning
- No KS1 comparison with other UK locations
- No mention of environmental sustainability
- No African, Asia or Australasian geography

What's in?

- Factual knowledge, e.g. continents & oceans at KS1
- UK focus at KS1, plus one non-European comparison
- Europe & the Americas covered at KS2
- Identification of rivers, mountains, etc. in UK
- OS four-figure grid references

	Autumn	Spring	Summer
Year 1	<u>Toys from the Past</u> <u>Kenya.</u>	<u>Sea-sides from the Past</u> <u>Our Local Area</u>	<u>Homes from the Past</u> <u>Orkney Islands</u>
Year 2	<u>Florence Nightingale</u>		<u>The Great Fire of London</u>

	Autumn	Spring	Summer
Year 3	<u>Ancient Egypt -</u> Achievements of the earliest civilisations.	<u>The Weather-</u> Physical and human geography- Physical. Fieldwork: Observe, measure, record including use of digital technologies	<u>The Roman Empire and its impact on Britain</u> Changes in Britain from the Stone Age to the Iron Age.
Year 4	Ancient Greece: Greek life, achievement and influence on the western world.	<u>Jamaica-</u> Understanding Places- Locational Knowledge- World's countries. Physical and human geography- Climate zones.	<u>The Tudors-</u> British History- study of life in Britain in a different time.
Year 5	<u>Mayan Civilisation-</u> Non-European Study option.	<u>Coasts-</u> Skills and Fieldwork- maps, atlases, globes Human Geography- Settlement/land use, Trade links	<u>The Vikings-</u> An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Childhood
Year 6	<u>Anglo-Saxons-</u> Britain's settlement by Anglo-Saxons and Scots.	<u>Mountain Environment-</u> Physical and human geography- Mountains. Skills and Fieldwork- use of maps etc. Locational Knowledge- Longitude and Latitude, UK regions.	<u>A local history study-</u> How has Enfield changed from the Victorian era to now?

Working With Other Subject Areas

Geography is a subject that touches on many other areas taught in schools, from Mathematics to Art, and Food Technology to Physics. When it comes to teaching, the obvious areas where these topics can be taught together are known as cross-curricular links. For example, a link may be the maths and geography staff working together to teach co-ordinates, and making sure that their lessons compliment each other.

Cross curricular links are important because ...

1. They help the curriculum to become a 'whole learning experience' with continuity rather than a series of separated lessons on different subjects.
2. They can improve teaching by getting both teachers and pupils to work together for common goals.
3. They add fun and novelty to lessons, encouraging wider thinking, participation and enthusiasm.
4. They promote subjects with 'reality', in other words they can set topics into a relevant context for pupils and remove the isolated learning so often associated with single subject teaching.

YEAR 6 - ST. CHRISTOPHER AND ST CATHERINE

AUTUMN TERM 2016

History

Key Teaching Points:

To place the significant events of WW2 on a timeline.

To identify and explain the main causes for the outbreak of WW2.

To recognise how WW2 would have impacted the lives of the British people.

To understand the difference between a primary and secondary source.

To use primary and secondary sources to create a booklet about the role of women in WW2.

To compare 2 sources and explain why they may have different opinions about WW2.

To understand the requirement which needed to be made for the Blitz and to recognise the precautions which were taken.

To assess the effectiveness of the way which Britain handled the Blitz.

To recognise and understand the cause and the effect of the D-day landings.

To understand and explain the lasting effects of WW2 on Britain.

ICT

Key Teaching Points

Learn how to combine start events and click events to make a simple game.

Learn how to code a game that uses random numbers to move objects in random directions. Learn how to use conditional 'if' statements to program a simple game; use 'if hit' statements to check if objects have collided.

Learn how to code an object to change direction when different keys are pressed on a keyboard.

ART

Key Teaching Points:

❖ Focus on L S Lowry's works looking in particular at his VE Day Celebrations painting.

❖ Children will focus on colour and shading used to create emphasis and effect in his work.



Music

Key Teaching Points:

Children will use instruments when creating their own version of songs and melodies.

LITERACY

Narrative Stories (focus on different settings- the Rainforest setting is one of the settings we will look at):

Key Teaching Points:

- ❖ Different ways of opening a narrative text.
- ❖ How to build up tension depending on the setting of the story.
- ❖ How to Show Not Tell a character's feelings.

Persuasive and Balanced arguments (writing balanced arguments and persuasive arguments based on logging the Rainforest):

Key Teaching Points:

- ❖ The key features of balanced and persuasive arguments.
- ❖ The structure of balanced and persuasive arguments.
- ❖ The use of factual information to back up arguments.

Newspaper Reports (Writing reports about logging which takes place in the Rainforest and articles based on the Huorani tribe).

Key Teaching Points:

- ❖ The key features of a newspaper article.
- ❖ The structure of journalistic reports.
- ❖ The language used in newspaper reports.

Poetry (Personification poetry based on the plants and trees in the Rainforest).

Key Teaching Points:

Looking at different types of poetry using personification and the Rainforest theme.

SCIENCE

Habitats Unit

Key Teaching Points:

- ❖ To understand how animals and plants adapt to live in different localities-
 - ❖ To focus on how food chains and webs work.

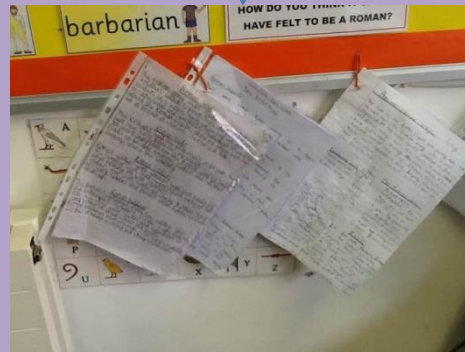
To discuss how environments can be effected by human activity- include how the rainforest environment is effected by human influences.

D & T

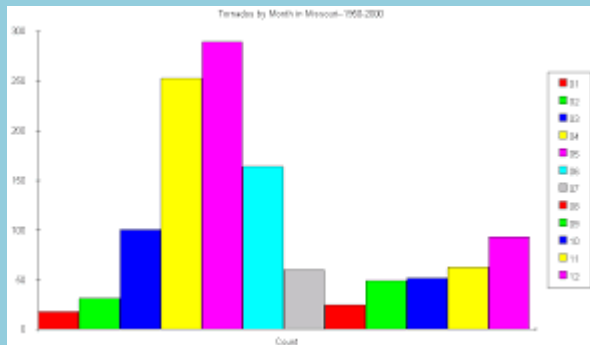
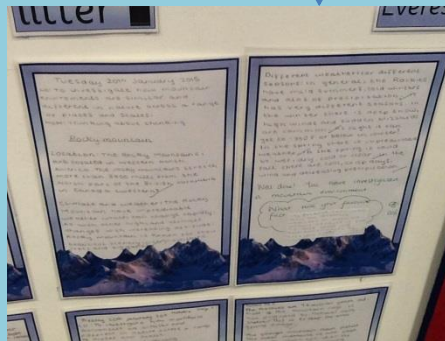
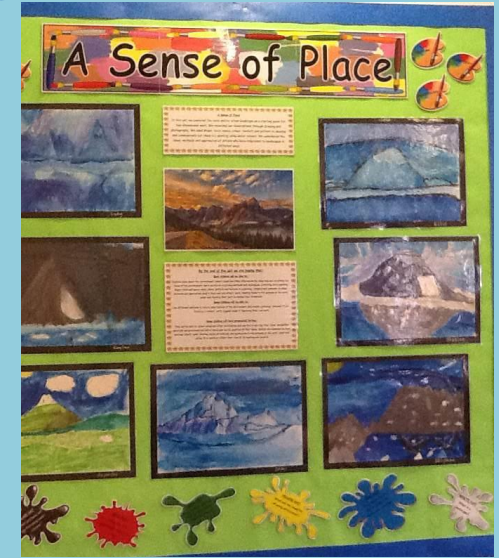
Key Teaching Points:

To create an Anderson shelter and to focus on the durability and structure that the shelter will need to have in order to withstand the conditions.

History




Geography



Assessment and Progression

With the removal of levels from the curriculum, assessment has changed for humanities.

Legally there is no requirement to attribute a grade/level to a child. Instead we have created a progression of skills chart which is in line with year group expectations.

Progression of skills and expectations		GEOGRAPHY - Progression of skills					
	Year 1						
	Year 2						
	Year 3						
	Year 4						
	Year 5						
Curriculum aims		Attainment target					
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.		Location and place knowledge	Pupils show their knowledge, skills and understanding in studies at a local scale. Recognise and make observations about physical and human features of localities Use resources provided and their own observation to ask and respond to questions about localities	Pupils show their knowledge, skills and understanding in studies at a local scale. They show an awareness of places beyond their own locality. Ask and respond to questions about places Recognise and make observations about those features that give places their character Describe physical and human features about the places they have studied Show an awareness of places beyond their locality Begin to recognise similarities and differences between localities	Pupils show their knowledge, skills and understanding in studies at a local scale. Describe a range of physical and human features of localities studied using appropriate geographical terms They are aware that different places may have both similar and different characteristics. Begin to offer reasons for the distinctive character of different places	Pupils show their knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world. They recognise some of the links and relationships that make places dependent on each other. Describe ways in which places are linked through movement of goods and people	Pupils show their knowledge, skills and understanding in studies of a wide range of places and environments at various scales, from local to global, and in different parts of the world. They appreciate the many links and relationships that make places dependent on each other.

“Indeed there is no statutory obligation to level children’s work in humanities at all.”
The Historical Association.

Formative

vs

Summative?

- Intrinsic to Assessment for Learning (AFL)
- Setting History / Geography goals for children.
- Ensuring children understand what they are aiming for.
- Motivate children with interesting open-ended questions and scaffold their learning to help them succeed.
- Provide frequent feedback- both verbally and through quality marking.
- Use questioning to assess and advance children's learning.
- Actively involve children in learning through activities such as discussion and debate.
- On-going informal assessment which informs planning, adjusts teaching and progresses the children's learning.

- No requirement for teachers to carry out summative assessment of pupils as there is no level or grade to be provided.
- Teachers do have a responsibility to report progress within both History and Geography to parents each year- usually in the form of the end of year report- statements from the progression chart can be used to guide teachers.
- In humanities rather than needing to see progress through a single taught unit, the focus is more about the development of the child – a deepened knowledge and understanding of the skills and a heightened aptitude for enquiry and imagination over time.

Humanities in a Faith School

“We will endeavour to create a Catholic Ethos in our school, which reflects the Gospel values, through the love, care and respect we show to each other, and to all who come to our school. .”



Learning how religions have developed through time and how civilizations from the past celebrated religions.

“We believe the quality of the curriculum, with Religious Education at its core, is of prime importance and will focus on the development of the whole child.”

To achieve a Level 5 in RE children need to explain the development of beliefs through time- this opens up opportunities for historical knowledge.

5% of the RE curriculum is dedication to other faiths. This opens up geographical opportunities i.e Mecca as well as they History of these religions.

