

# Longmoor Primary School

## Humanities Policy 2024-2026



*Chair of Governors*

*Signature: Jane Wright*

*Date: 27<sup>th</sup> March, 2024*

Our approach to teaching humanities is based around specific topics which provide a broad and balanced approach to the many varied elements of History and Geography. Topics have been selected from the Focus Learning Challenge Curriculum.

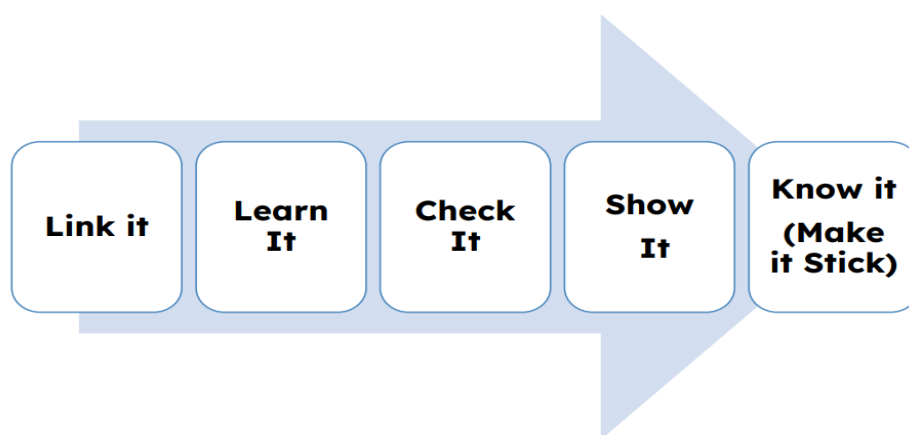
The Learning Challenge Curriculum has been designed to support pupils to do more, know, and remember more specifically in science, history, and geography. It effectively provides a sequence of learning for these three subjects using the National Curriculum as its reference points. These sequences are then supported by activities which effectively help staff to focus on the main learning in each of the subjects and to create tasks and activities that will help pupils know more and remember more.

The units of learning (schemes of work) within the Learning Challenges are set out so as to be used across a term or condensed into a half term. The science, history, and geography units are all separate. In each subject, the Learning Challenge starts with a main question (the composite), which is linked to an area of the National Curriculum. The main question is supported by other subsidiary questions (components, usually no more than five). The component questions would normally be the focus of a week's learning.

Effectively, the science, history, and geography units of learning help to support pupils' knowledge and ability to remember key information for that subject. That means the composite and components are focused on science, history, or geography accordingly.

In terms of the implementation, each unit ensures that there is time spent on igniting prior knowledge (link it); focus on the new learning (learn it); regular checkpoints to ensure children are keeping up (check it); an opportunity for pupils to reflect on their learning (show it); and, retrieval activities which will happen after the learning has been completed (know it).

## Progression within a unit of learning



We aim to ensure that pupils become historians who have:

- A solid knowledge and understanding of people, events and periods in time.
- To understand dates, chronology and terminology connected to history.

- To think critically about history and to share their opinions about a period in time or an event to a range of audiences and in different formats.
- To develop skills in using historical evidence to support their ideas and opinions.
- To create a genuine interest in history and to engage in learning enthusiastically.

We aim to ensure that pupils become geographers who have:

- A secure knowledge of where places are and their features.
- A solid understanding of geographical terminology and vocabulary.
- To be able to ask and answer questions and to share opinions and evidence in a variety of formats.
- To develop a natural curiosity about the world and to understand their role in protecting it for the future.
- To develop skills in fieldwork and geographical skills and techniques.

Our curriculum is delivered as much as possible in a chronological order for history within two separate planning units for KS1 and KS2. Where possible we have chosen over arching questions to represent our diverse world and to broaden children's knowledge and understanding of the world. Throughout the year, pupils participate in national events such as Black History Month, to further enhance their understanding of historical events. The curriculum has also been designed to ensure that children have the opportunity to revisit skills and learning to embed and enhance their understanding of a topic or theme.

### **Assessment**

We begin each History and Geography topic by assessing what the children already know through a pre-learning task. The children then, as part of our Creative Challenge Curriculum, generate questions about the topic which they would like to find out about. These questions are displayed on the topic display board - children can write on these once they have found out the answer. Throughout the topic, we continuously assess the children's key knowledge and understanding through questioning, observations of the children, marking written work, self-assessment, peer assessment and discussions with the children. Every lesson at consists of a learning challenge question. The children are asked this question at the start of the lesson so the teacher can identify the children's prior knowledge and where to pitch the lesson. At the end of the lesson, the same learning challenge question is asked to the children so the teacher can identify how much the children have learnt from that lesson and where to pitch the next lesson.

Throughout planning it is evident that a wide range of resources are used to suit and engage all learners and different learning styles, this includes: sources of evidence, the internet, displays, trips/educational visits, WOW days, objects and videos. We include a range of teaching and learning styles to enable all children to access the curriculum. Teachers plan for support where necessary and higher ability children are provided with challenge, including the use of higher order thinking questions to stimulate and extend their learning. Teachers also liaise with the SENCO in order to further develop SEN provision and involvement in the curriculum.

At the end of each unit, the teacher will then complete the History / Geography Foundation Grids. For each child using the assessment grid information to assist them, they will be able to group

the children as working towards, meeting expectations or exceeding expectations. These assessments are used to inform and reflect upon planning.

### **The role of the Co-ordinator**

The Co-ordinators, along with the Head Teacher, have responsibility for ensuring progression and monitoring the teaching of humanities. Every half term, the Co-ordinator will monitor each year groups' planning. They will also be able to provide evidence and ideas for improving humanities. To achieve this the Co-ordinators will complete book looks and pupil voice to see how humanities are being taught in the school. The Co-ordinators will support colleagues with their planning and, where possible, be a source of information and advice. They have responsibility for maintaining the resources and equipment with the Head Teacher, for the purchase of new resources to support the teaching of humanities.

### **Gurdeep's Geography / Harold History**

To ensure that all children understand what humanities are and, for younger children particularly, when geography and history lessons are taking place, the characters 'Gurdeep Geography' and Harold History introduce the learning sequence for every lesson. These identifiable characters define what humanities are.

To enable children to remember more knowledge, Gurdeep and Harold begin each lesson with a Golden Goal question or recap on prior learning, which is relevant to each year group. This allows children to link their learning into a sequence and to share their understanding and knowledge of a topic. Teachers can recap and reinforce terminology, key skills and vocabulary through the introduction to each lesson.