



Humanities curriculum implementation



Statement of intent

At Barkisland Primary School, we provide our children with a broad and balanced curriculum which equips them to be effective world citizens of the 21st century. We realise that knowledge and skills are intrinsically linked, therefore our curriculum is designed to recognise children's prior learning and experiences.

Within Humanities we ensure that all children access the learning of skills appropriate to their age. We endeavour to ensure that skills are progressive and developmental. Effective links are made, where appropriate, to support previous or future learning. Pupils will have opportunities to consolidate and refine their skills throughout the curriculum.

Schemes of work

- National Curriculum 2014
- Weaving knowledge, skills and understanding into the National Curriculum- Focus Education
- Early Years Foundation Stage

Curriculum content

EYFS

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

They foster the characteristics of effective early learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Specific Areas:

Understanding the World

- People and communities
- The world
- Technology

History KS1

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.

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 (e.g. 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 (e.g. 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 Edith Cavell)

- significant historical events, people and places in their own locality.

History KS2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- 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
- Ancient Greece
- A non-European society that provides contrasts with British History

Geography KS1

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:

Location 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 (e.g. 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 KS2

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 tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Location 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
- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Record of pupils work

- Pupils use exercise books to record their work. These books are also used for self-evaluation of work.
- Teachers also include photographic evidence of Topic work and activities within Topic books.
- Our Twitter feed is used to celebrate Topic work & activities throughout the year.

Assessment

Class teachers will use formative assessment information throughout the unit to adapt their teaching foci to meet the ever changing needs of their class. As a school, we assess children at the end of

each unit of learning. Assessment is based upon the objectives taught and children are assessed at emerging, expected or exceeding coloured bands inline with our Core Subject target card system.

Cross curricular

It is evident that Humanities skills are well linked across the curriculum within other areas. At Barkisland there are many links between our Humanities curriculum and other subject areas. Examples include-

EYFS – The EYFS Curriculum uses Topic based learning.

Y1 – Art/DT: Victorian Toys, Literacy: Seaside postcards

Y2 – Art/DT: Great Fire of London collages, Literacy: Seaside ice-cream advertisements

Y3 – Art/DT: Cave paintings, stone age, Literacy: Postcards, the weather

Y4 – DT: Roman Shields, Literacy: There's a Pharaoh in my bath text

Y5 – Science: Adaptations, Rainforests, Literacy: Newspaper Reports

Y6 – Art: Graffiti, Crime & Punishment, Literacy: Diary of Anne Frank, WW2

**See Humanities LTP – from Spring 2019 for further detail.*

Enrichment

Many School Trips and/or Topic themed days/projects are part of our regular teaching practice in school at Barkisland. These activities link to current Humanities learning to enrich pupil knowledge further.

Topic based trips / days in school have included;

- EFYS – Trip to St Anne's (Seaside) Themed Days in class
- Y1 – Seaside Day, Topic Project Homework
- Y2 – Topic Project Homework
- Y3 – Trip to Leeds City Museum (Ancient Greeks) Stone Age Day, Greek Day, Topic Project Homework
- Y4 – Trip to Liverpool World Museum (Ancient Egyptians) Class Egyptian & Roman Projects, Topic Project Homework
- Y5 – Trip to York Chocolate Story (Mayans), Topic Project Homework
- Y6 – WW2 Day, Topic Project Homework

Home school links

Staff regularly send home 'project style homework's' linked to current Humanities learning, pupils have the opportunity to present this work in any style they wish and this often links to other areas of the curriculum (e.g. ICT presentations, Art/DT work)