



Birches First School

Believe, Grow, Succeed



Humanities

Can I ask and answer questions about the world?

Can I talk about the features of the world around me?

Am I excited by the discovery of new information?

Can I use my knowledge and understanding to make links?

Do I know about significant events of the past?

Can I recognise and name cities, countries, continents, oceans and landmarks.

Do I understand some of the ways we know about the past?



History Intent

The history curriculum at Birches First makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of both their locality as well as the wider world. Topics reflect the National Curriculum and are sensitive to children's interests, as well as the context of the local area. By working closely with partner schools in the CMAT, we ensure that current learning is linked to previous learning. In line with the national curriculum 2014, we aim to ensure that all pupils: -

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past.
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Begin 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.

Geography Intent

At Birches First School we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The Geography curriculum at Birches First enables children to develop knowledge and skills

that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Birches First School and also to their further education and beyond.

Implementation

How are the Humanities taught at Birches First School?

We use a thematic, topic based approach to deliver the Geographical and Historical skills and understanding as outlined in the National Curriculum. Our topic programme is carefully balanced and planned to be age appropriate across the years. Curriculum leaders from Birches, St Nicholas First School and Codsall Middle School (CMAT) have worked collaboratively to develop the topic coverage to ensure children within the MAT are given the best possible offer. Topics at the two First schools are reflected and dovetail with the learning opportunities offered at CMS (where a large majority of children move onto). As a school, teachers then worked collaboratively to tailor the topics to best meet the needs of learners in our school. Teaching and learning within these topics is reviewed during the delivery of a topic (as per AFL) as well as at the end of topic to determine whether it continues to best meet the needs of the learners in our school. Staff have access to Hamilton Trust plans and resources. However, teachers' lesson designs are not limited by this.

Geography is about understanding the world by: comparing locations; investigating; researching different sources; writing and talking about places; asking and answering questions. History is ordering events in time; finding differences and similarities; writing and talking about the past; identifying and using different sources for information. Our aim is to ignite an excitement for and curiosity about our wider world.

Topic maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, design, music, literacy and where appropriate numeracy and science are linked in topic teaching. So, for example, an Egyptians topic could include historical skills such as comparisons between the modern and ancient world, understanding how we know about the past; a Geographical study of the River Nile and map work; Observational drawings, Egyptian pottery and Egyptian painted figures in Art and designing, making and evaluating chariots, model tombs/temples and pyramids in DT.

Our topics have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. Topic time also provides further opportunities to learn about people and cultures. A timetable of trips supports pupils' learning and enhances the curriculum as part of our long term planning. Teachers ensure children develop an understanding of the subjects within their topic and the skills they are developing/using (e.g. 'today we are learning to be historians'. 'We are developing an understanding of chronology.')

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Assessment

At the beginning of a topic, children complete a KWL task which is then used to identify starting points for learning and next steps. Throughout the topic, teachers will use Assessment for Learning to judge how children are progressing against Age Related Expectations. Year group assessment grids have been developed to evidence achievement of the National Curriculum expectations and support judgements of 'working towards', 'expected' and 'exceeding'.

Resources

Staff and pupils have access a rich and varied set of resources to enable learning to happen at any time and in any place. Purple Mash online learning portal provides personalised and purpose-built software to ensure pupils progress at their own pace, whilst also being appropriately supported and challenged in a range of activities and tasks linked to the wide breadth of our curriculum.

History, Geography and fundamental British Values and SMSC

FBV Children are taught to understand how events in history and around the world have impacted on our lives today as well understanding how life can be different for different people around the world. (Black History month, Remembrance, VE day celebrations, historical elections, Picture News assemblies etc)

Spiritual, Moral, Social and Cultural Development – links may be made with Religious Education as well as children being encouraged to reflect on their place within the world and its' history. Through discussion about past events and events happening in the world around us children are encouraged to consider their responsibilities to the world and how their actions (like the actions of others) could have an impact – positive or negative. Discussions and exploration of topics encourage children to understand other people's points of views and this skill can positively impact on a child's social skill and understanding. We seek to broaden children's horizons by igniting in them a passion for the world and it's rich history. This is particularly supported by the range of rich, hands on experiences offered to children. (Themed days, visitors, school trips).

Impact

Outcomes in topic and English books, evidence a broad and balanced History curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Children also record what they have learned comparative to their starting points at the end of every topic.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.