



# Birches First School

## Believe, Grow, Succeed ...

...to be the best 'me' I can be

### 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 children are taught mapping skills in each year group where they use atlases to apply and develop their skills. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Birches First School and 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. Staff have worked together to create Geography or History based topics across year groups. Teaching and learning within these topics are reviewed during the delivery of a topic (as per AfL) as well as at the end as 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.

Our topics have a history or 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 updated framework which includes Birth to 3-, Three and Four-Year-Olds, Children in Reception to the Early Learning Goals. It aims for all children in reception to have an 'Understanding the World'; which focuses on the areas 'Past and Present', 'People, Culture and Communities' and 'The Natural World'.

## **Assessment**

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 its 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 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.