

Learning Together for Life

*Jesus said, 'Love one another as I have loved you' John 15:12, New Testament ('Injil')*

# Stepney Greencoat

## Church of England

### Primary School



## Humanities Policy

	<b>By</b>	<b>Date</b>
<b>Policy Created</b>	Nicola Orton	July 2021
<b>Policy Approved</b>		
<b>Policy Renewal Date</b>		
<b>Reviewed by</b>		September 2024

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## Humanities Statement of Intent

Our intent for humanities is to inspire pupils with a curiosity and fascination about the world and its people. Being situated in the East End of London, it is important for children to learn about their local area and to understand how their local area has evolved and changed and to understand the importance of immigration. We would like our children to leave Stepney Greencoat being excited living in London and to have the desire to explore, be considerate to other cultures and to be proud of being a part of their wider community.

Our learning is based around topics which have been carefully selected to meet the geography and history learning objectives and to give the children opportunities for cross curriculum learning. Our History and Geography Curriculum focuses on acquiring facts and knowledge as well as developing historical and geographical skills. We teach children about larger global concepts such as humankind, place, significance, processes, and change.

### Learning

Our humanities curriculum will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world through a thematic approach. We aim to inspire pupils' curiosity to know more about the past – locally, nationally and around the world.

As our pupils, they will become equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We want pupils to understand the complexity of people's lives and the process of change.

We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills. We aim to stimulate children's interests in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.

### Together

Our humanities curriculum aims to increase pupils' knowledge of different cultures and in doing so, teach a respect and understanding of what it means to be a positive citizen within a multi-cultural society.

We like to share our humanities learning with our parents and families. Each term we share our humanities knowledge organisers with our families, this is to ensure children can share their knowledge and learning with their families.

### Life

Our humanities curriculum aims to teach children about the world around them. Each class benefits from school visits in their local area which deepens the children knowledge and desire to learn about the city they live.

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## Aims

Our main priorities for our pupils are:

1. To have an inquiring mind
2. For pupils to be inquisitive about their local environment
3. For pupils to ask and answer questions about the past and their environment
4. For pupils to have an awareness and understanding of people, cultures and events in a variety of places at different times
5. To have a sense of chronology

## Legal Framework

The National Curriculum states every child must be taught history and geography in Key Stage 1 and Key Stage 2.

## Time Allocation

At Stepney Greencoat School every child has one hour of humanities each week. Teachers will alternate between history and geography lessons.

## Scheme of work

At Stepney Greencoat School we follow our own scheme of work which has been designed to meet the needs of our pupils. For each topic there are mid-term plans which include key learning questions and key vocabulary saved in the curriculum folder on the shared area.

## Teaching Humanities

At the start of the term, it is important to read the mid-term plans for the topic and ensure it is clear what your learning aims are. If you need support, you can speak to the Humanities subject leader who can discuss the mid-term plans and the aims for the topic.

For your resources, you should order the school's library topic boxes before the start of the topic (<https://www.towerhamlets-sls.org.uk/request/>). In addition to these, we have a selection of school resources which are kept in the humanities cupboard.

Each lesson should begin with a starter question, which is a simple multiple choice or short answer question which links to the previous lesson. Children should have 5 minutes at the start of the lesson to answer this question and to respond to their feedback from the previous lesson.

At the beginning of each lesson, teachers should make it clear whether the children are in a geography or history lesson. It is also important to make it clear which skills the pupils are learning.

During the lesson, the pupils should have the opportunity to ask and answer questions about a range of both history and geography sources.

By the end of the topic the children should have learnt in history to look at primary and secondary sources, write in historical context, understand what we can learn from the past and built a

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chronological understanding. In geography, the children should have developed a range of skills looking at both human and physical geography.

Each classroom has a humanities display. This display must include:

- A timeline showing previous learning as well as key dates for the current topic and the birth of Jesus.
- Key vocabulary (see mid term plans for example words)
- Key learning questions for the topic (you don't need all of them but select a few from the mid term plans)
- A globe (new ones were given to each class)
- Examples of children work (this can be class work or homework from the open-ended questions)
- Tabletop display with artefacts

## Assessments

It is important for us to assess children in humanities as this provides us the opportunity to plan for differentiation within lesson. Additionally, it allows us to track children's progress as they move through the school and re-assess our curriculum.

At the end of each topic teachers should give their pupils an end of unit assessment. These can be a range of activities such as multiple-choice questions, extended essays and poster projects.

Once teachers have completed their assessments, the information should be put on a tracker to show which children are working at greater depth, expected standard and working towards the expected standard.