

Humanities Policy

Be the Best You Can Be!



Year 3 History Workshop about The Stone Age.

More Able Learners in Humanities

How Learners Are Challenged

All children are challenged through quality first teaching within every Humanities lesson. Children will be encouraged to 'aim high' and be the best they can be. High expectations will nurture the higher-level vocabulary and the most effective language structures. Children will be exposed to a wide range of resources and will be challenged through high level questioning. We encourage the children to ask questions and think critically about the answers and conclusions reached, without just accepting them immediately. They will be encouraged to connect new knowledge with prior knowledge to help construct their own meanings through investigative work.



Brockholes Year 3



Year 1 Fieldwork Trip To Our Local Park.

Aims of the Humanities Curriculum

What We Intend To Do

At Lostock Hall, we believe that Humanities is an essential part of everyday life. The curriculum helps children to provoke and provide answers to questions about our world.

Children are encouraged to be curious and to develop a greater understanding of the world which provides them with an appreciation in our world.

The curriculum at Lostock Hall allows children to develop both knowledge and skills that are transferable to differing curriculum areas, promoting their development. Our aim is for children to enjoy and love learning about Geography and History by gaining experiences in the classroom, but also accessing our local area to inspire learning and develop a deeper understanding.

Our units of learning are developed with the National curriculum objectives for History and Geography, however they have been planned around the needs of our children, as well as the context of the local area and experiences. Our curriculum is devised to ensure that learning from previous year groups is built on to provide secure progression of skills and knowledge.

As a school, we encourage children to ask questions, think critically, discuss evidence and take part in debates.

"I like geography because I really enjoyed going to our local park. We had lots of fun doing fieldwork" (Freddie Y1)

"I like learning new things in Geography. I have had lots of fun looking at maps." (Adalyn Y1)

"I've enjoyed history because its important to learn about WW2 and what mistakes have been made and how we can prevent them from being made again." (Ethan Y6)

"In geography we have been learning about all of the continents and seeing what famous landmarks are in the cities. I enjoyed learning about New York and places I would like to see to enhance my learning." (Khush Y5)

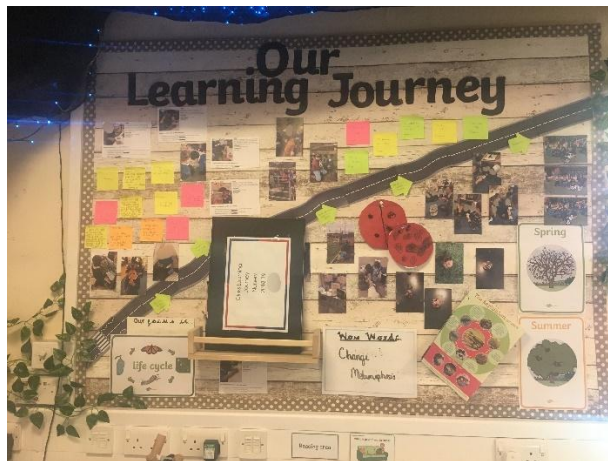


Supporting Learners

How all learners are included

Learning in Humanities is carefully planned to include all learners. We ensure all pupils have access to the full range of activities and resources linked to each lesson whilst following our school scheme of work.

Prior to a follow up lesson, classes can complete cumulative quizzes to ensure children have maintained the 'sticky knowledge' required to enable the children to move onto the next building block. At times, children may require a pre-teach to remind the children of previous learning. This can be conducted by teachers or teaching assistants. All children will receive the same level of learning however at times children might require a differentiated outcome, task or resource. As a school all children are given the same level of support to ensure the same curriculum outcomes are being met.



Reception Learning Journey



Hothersall Lodge Year 4



Pre School Looking at our local area

All children will access:

- ✓ A rich and broad curriculum.
- ✓ A well-resourced collection of Geography and History equipment and resources that helps enhance their learning.
- ✓ A range of engaging units of study.
- ✓ An opportunity to take part in fieldwork.
- ✓ An opportunity to explore our local area.
- ✓ A wide range of physical and digital maps as well as aerial photographs of the local area for comparison.
- ✓ Videos and physical resources found at the places that we may be unable to travel to or experience first-hand.
- ✓ Appropriately challenging selections of texts such as newspaper articles, nonfiction and fiction texts which can be found in our library.
- ✓ Visitors and specialists in this area.
- ✓ Whole school timeline.
- ✓ Access to a variety of sources and artefacts.
- ✓ Learning journeys within our Early Years.

Parental Involvement

Opportunities to share children's work will be taken. There are numerous ways that we share children's work with parents and opportunities are planned for and arranged throughout the year. This may include:

- ✓ Sharing images on our school website that are on our class blogs.
- ✓ Sharing children's work during Parent's Evening.
- ✓ Open nights to showcase future learning to allow parents to look around school.
- ✓ Residential trips with support of parents.

Implementation

What Humanities Will Look Like

Humanities at Lostock Hall is taught in units throughout the year, so that children can achieve depth in their learning. Subject Leaders have identified the key knowledge and skills of each unit and topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Cross curricular outcomes in Geography and History are specifically planned for, with strong links between them both. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.



Martin Mere Year 2



Year 5 Trip to Liverpool World Museum

British Values

Our School Values

Humanities at Lostock Hall Community Primary School encourages pupils to explore how places have been changed by the contexts and processes that have shaped them. It helps them to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds. Humanities also helps pupils to understand society better. Appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities.

Our school curriculum for Humanities

Our Learning:

Key: History Geography

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-School	<u>Where I Live</u> Features of own home My Bedroom My Family Compare differences & similarities, life cycles	<u>Weather</u> Different types and main features- Record daily Significant Events Bonfire Night & Christmas	<u>School Environment</u> Interest in Lives of Familiar People St George's Day & lives of people who help us	<u>Human Features</u> 'I Spy' human features on way to Library	<u>Mapping Skills</u> Create simple map of a journey Compare new and old Objects The differences of past and present Toys/ seaside activities, clothes	<u>Maintain Physical Features</u> Physical features of school grounds Weeding flower bed
Reception	<u>Where I Live</u> Our homes similarities & differences, local area, Lostock Hall & Preston My Family Compare differences & similarities, life cycles	<u>Around the World</u> Comparing life/weather in different countries	<u>Homes/Buildings</u> Compare those in different countries Homes/Buildings Compare present to the past	<u>Weather</u> Seasonal changes	<u>Journeys</u> Plan a journey in the local area roads, paths, houses, direction Transport Compare present to the past	<u>Geographical enquiry</u> What different buildings are there in Lostock Hall?
Year 1	<u>Our local park</u>	<u>The world and my school</u>	<u>Toys</u>	<u>Kings Queens and Castles</u>	<u>Hospitals and Healthcare/Florence Nightingale</u>	<u>Our School Grounds</u>
Year 2	<u>Technology</u>	<u>Explorers</u>	<u>Great Fire of London</u>	<u>Local/Regional History</u>	<u>My local area and Tulum, Mexico</u>	<u>Investigating Weather & Climate</u>

<u>Year 3</u>	<u>Stone Age</u>	<u>Land use, economic activity and travel</u>	<u>Ancient Egypt</u>	<u>The United Kingdom</u>	<u>Bee Conservation</u>	
<u>Year 4</u>	<u>Ancient Greece</u>		<u>Romans</u>	<u>Locality Unit</u> Digimaps	<u>My region and Campania (Italy)</u> Time zones and Russia	<u>Investigating Weather and Climate</u>
<u>Year 5</u>	<u>The United States</u>		<u>Anglo Saxons</u>	<u>Biomes and Ecosystems</u>	<u>Rivers</u>	<u>Ancient Maya</u>
<u>Year 6</u>	<u>World War II</u>		<u>Sustainability</u>	<u>Economic Activity of the UK</u> Ordnance survey maps	<u>Crime and Punishment</u>	<u>UK Depth Study</u>

Subject Organisation

Our Overview

In Humanities we implement a curriculum that is progressive throughout the whole school. It is taught as part of a half-termly/termly unit, focusing on knowledge and skills stated in the National Curriculum. Units of work are carefully planned as a whole staff to ensure progression and a wide range of experiences can be accessed.

During a half termly/termly unit of work, there will be cross-curricular links where appropriate, this enhances their subject knowledge and learning experiences. Throughout the units of work there will be lots of opportunities for the children to produce independent written work and be exposed to rich learning experiences and visits.

Assessment and Monitoring

All children are encouraged to be involved in the process of learning. In lessons across the school, teachers will strive to provide instant oral feedback. Assessment within humanities will involve observations, discussions with children and samples of work. At the end of a unit of work teachers will complete an end of topic assessment and make a judgement about the work of each pupil in relation to the National Curriculum expectations. Pupil attainment data is shared with the Subject Leader twice a year. This data is then analysed by the Subject Leader focusing on trends across the school, the proportion of pupils meeting age related expectations and those pupils working at a deeper level within the standard. Parents are informed of their child's achievement within humanities in the end of year report and where appropriate, during parents' evenings. In the EYFS, formative assessments are carried out on a daily basis. This type of assessment informs planning, the children's next steps and demonstrates progress. At the end of EYFS, the teacher completes an end of year report and makes a judgment for each of the 17 Early Learning Goals, this document is shared with parents.

Monitoring and Impact

Monitoring is undertaken by the Subject Leader. This is conducted regularly and includes: -

- Book Study
- Learning Environment Walkthroughs
- Monitoring of planning
- Pupil Interviews
- Data Analysis
- Lesson Observation
- Action Planning
- Axia Moderations

This information will be shared with the Headteacher and Governors, with feedback given to teaching staff in staff meetings.

Humanities In The Early Years

Early Years explores the Humanities themes through the Understanding of the World strand of the EYFS curriculum. This involves guiding the children to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. Understanding the World is one of the seven key areas in the Early Years Foundation Stage (EYFS). All learning is scaffolded through high quality teaching and language.

The impact and measure of our Humanities curriculum is to ensure that children will leave Lostock Hall Community Primary School equipped with historical and geographical knowledge and skills that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about Humanities, therefore encouraging them to undertake new life experiences now and in the future. We place a strong emphasis on questioning and critical thinking which helps the pupils gain a coherent knowledge and understanding.

Play is facilitated to maximise opportunities to be creative and explore both indoors and outdoors.