



## **Humanities Policy**

**Date of Policy:** September 2021

**To be reviewed:** Annually

The following policy covers the subject specific areas of Geography and History. These areas of the curriculum are taught to children working on subject specific areas, in line with the Delamere Learning Journey.

This policy should be read in conjunction with other relevant school policies: Teaching and Learning policy and Assessment and Recording Policy, Outdoor Learning Policy.

### **Intent**

Our vision, our values and our rights underpin all of our policies and the education we deliver. Article 3 of the United Nations Convention on the Rights of the Child states that: “The best interests of the child must be a top priority in all decisions that affect children”. This policy has been created to keep the children at Delamere School safe and happy.

### **Geography**

- All pupils will develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- All pupils will understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- All pupils will be competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

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 will be taught:

### **Locational knowledge**

- To name and locate the world's 7 continents and 5 oceans
- To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

### **Place knowledge**

- To 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**

- To 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
- To 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**

- To 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
- To use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- To 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
- To 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

### **History**

All pupils will:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Pupils will 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 [for example, 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 [for example, 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/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

### **In the EYFS:**

Humanities is encompassed in Understanding the world. Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially,

technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

### **Implementation**

- All pupils will extend their skills to help them explore the world
- All pupils will consolidate a sense of place and direction
- All pupils will experience a wide range of educational visits
- All pupils will access specialised outdoor learning sessions
- All pupils will experience the natural world
- All pupils will begin to respond to familiar people and events
- All pupils will handle a range of historical artefacts
- All pupils will learn about a range of historical figures and events
- Delamere will maintain links with the local community eg Fifth Urmston, William Wroe and Parkers Garden Centre.

### **In the EYFS**

- Explore materials with different properties.
- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.
- Use all their senses in hands-on exploration of natural materials.
- Begin to make sense of their own life-story and family's history.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

### **Impact**

- All pupils have the opportunity to explore the natural world and places within the local community.
- All pupils will explore different historical events and figures
- All pupils will be supported to develop their geographical and historical skills and knowledge in line with their overall ability.

**Evidence for Learning** is collated through;

- Bsquared Assessment software
- Evisense
- Class Floor books
- End of Year reports

### **References**

- Delamere Humanities Programme of Study with supporting document can be found in Staff Read / Curriculum / Current Delamere Curriculum / Humanities
- Bsquared Humanities assessment software
- Statutory framework for the Early Years Foundation Stage effective from 1<sup>st</sup> September 2021

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS%20framework%20-%20March%202021.pdf)