

HUMANITIES

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right'

Psalm 106:3

Christ Church C of E Primary School, Moreton



September 2023

Our mission is to love all children who are part of our community helping them develop respect, tolerance, self-confidence and to become the best they can be.

We will support our children to develop their God given gifts to the full and encourage a life-long passion for learning which will successfully lead them into secondary school and beyond.

As a church school at the heart of Moreton community, our work is underpinned by the Christian values of *peace, humility, forgiveness, love, hope* and *service* which Jesus helps us to achieve.

We are a welcoming, caring and inclusive school committed to working in partnership with parents, governors, Christ Church and Chester Diocese Academy Trust.

We strive to provide a rich and varied curriculum which reflects God's concern for the whole child; promoting spiritual, moral, cultural, physical and emotional wellbeing alongside academic excellence and independence.

As a school community, we all work together to provide the very best for our pupils and families; firmly believing that:

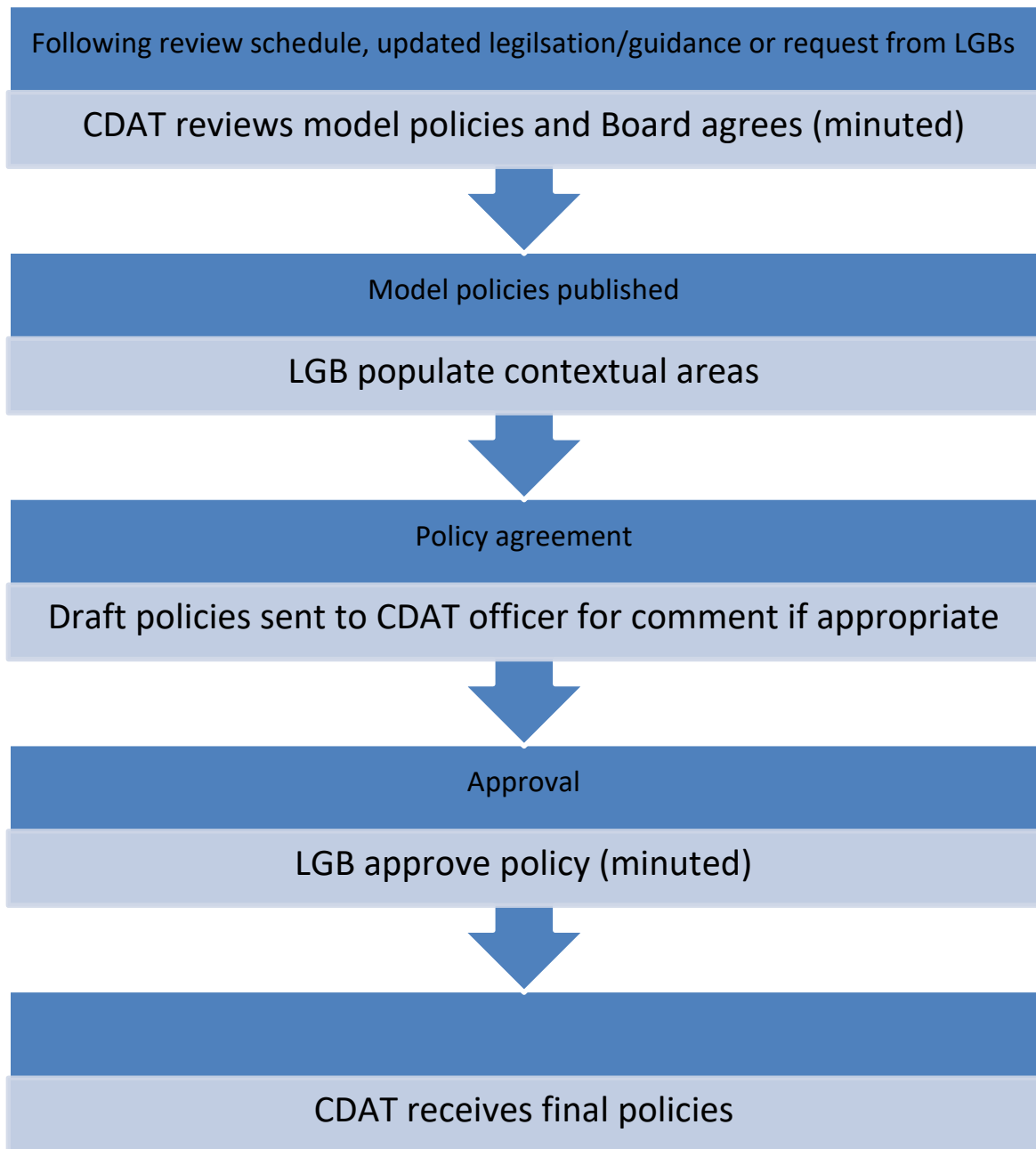
Together we can do all things through Christ who strengthens us

Contributions from parents, pupils, staff and school Governors have determined the priorities for our school vision

A consistent school vision shared by all based on the following:

“Love must be completely sincere. Hate what is evil, hold on to what is good. Love one another warmly as Christians, and be eager to show respect for one another. Work hard and do not be lazy. Serve the Lord with a heart full of devotion. Let your hope keep you joyful, be patient in your troubles, and pray at all times.” Romans 12:9-12

Policy Process



1. Document Purpose

This policy reflects the values and philosophy of Christ Church Primary school in relation to the teaching and learning of Geography and History (Humanities). It gives a framework within which all staff work together and it gives guidance on planning, teaching and assessment. The policy is intended for use in conjunction with the curriculum, which gives details of what pupils in different year groups will be taught, and objectives set.

2. History

History, Vision, Aims and Curriculum Intent

“A people without the knowledge of their past history, origin and culture is like a tree without roots.” - Marcus Garvey



History is a key subject in our curriculum and pupils at Christ Church will gain a coherent knowledge and understanding of Britain's past and that of the wider world. History helps pupils 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.

Curriculum Organisation

History will be planned, taught and assessed in accordance with our school curriculum which outlines the aims and objectives for the Early Year Foundation Stage, Key Stage 1 and Key Stage 2.

Subject planning for History has three phases:

- Whole school: this ensures continuity and progression within the subject and ensures that there is no unnecessary duplication or omission and that the units of work are taught in a way that makes chronological sense.
- Year Group: this ensures that classes within the same year group cover the same areas aiming for the same objectives.
- Class: this allows the teacher to interpret the enquiry question in their own way and deliver the lesson in an interesting and informative way for their pupils, taking into account abilities and needs.

Subject content

EYFS

Three and Four-Year-Olds Understanding the World

Pupils will begin to make sense of their own life-story and family's history.

Reception

Through 'Understanding the World' pupils will comment on images of familiar situations in the past. Pupils will compare and contrast characters from stories, including figures from the past.

ELG

Through 'Understanding the World Past and Present' pupils will talk about the lives of people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Pupils will understand the past through settings, characters and events encountered in books read in class and storytelling.

Key stage 1

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday

historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Through these units of work (Farms and Factories, If you go down to the woods, Island Holidays, Wonderful Wirral, Where in the world? And Awesome Australia) 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
- 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
- Significant historical events, people and places in their own locality

Key stage 2

Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

Pupils will be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared
- the Roman Empire and its impact on Britain
- the Vikings
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The Tudors
- The Victorians
- a non-European society that provides contrasts with British history

Below is a grid outlining topics for each year group that will be taught at Christ Church.

Year Group	Autumn	Spring	Summer
Foundation Stage	Marvellous me and my super celebrations.	All creatures great and small	The world around us and the great big blue
Year 1	Farms and Factories	If you go down to the woods	Island Holidays
Year 2	Wonderful Wirral	Where in the world?	Awesome Australia
Year 3	Wirral Warriors	Wonderful Water	Why are we so amazing?
Year 4	Radical Romans	Vicious Vikings	New Brighton/Coastlines
Year 5	Medieval Medicine	Who were the Tudors?	Natural Disasters
Year 6	Victorian Wirral	Liverpool during the wars.	Africa

Continuity and Progression

In order to ensure progression, a number of 'golden threads' are revisited each year this ensures that prior learning is built upon and extended. These threads are explored through direct teaching to the class or small groups, by providing direct experiences in practical tasks through using a wide range of equipment and resources within school and experiences on trips or opportunities to speak to visitors. The threads which are developed each year are; our local area through the ages, travel and transport and Social Justice. Progressively challenging but realistic learning experiences reflecting children's cognitive, social and emotional development ensure that they build upon the historical knowledge, skills and understanding.

The History coordinator monitors the class groups, year groups and the whole school thereby further ensuring continuity and progression within the subject.

Teaching and Learning Strategies

A variety of teaching methods are used to deliver History. These include:

- Whole class teaching (for acquiring knowledge)
- Small group work (for investigating and discussing)
- Role Play and simulation activities (for developing understanding and empathy)

Opportunities for first hand experiences will be offered, this includes:

- Fieldwork
- Visits to museums and other sites
- Visits from people with specialist knowledge
- Investigating artefacts
- Television
- Audio
- Drama

Activities the children will be involved in are:

- Investigations
- Gathering, recording and analysing information
- Discussion and debate
- Question and answer sessions
- Writing
- Drama/Role-play (including dress up and getting into character)
- Presentation of findings

Spirituality in the Curriculum

Within History there are opportunities to learn beyond the 'enquiry question'. Children gain a spiritual sense of self by putting themselves into an era and thinking about how it changed history. Children learn to have empathy and forgiveness for others and to show compassion. The children develop interpersonal relationships by debating and learning about quality and uniqueness. We allow for learning through 'awe and wonder' and encourage children to see themselves as global citizens. The children begin to demonstrate their impressions of God through learning about different practices and gaining an understanding of differing beliefs.

Contribution to other areas of the Curriculum

History teaching can be used to enrich and be enriched by other areas of the curriculum such as:

Mathematics: Looking at past number systems, chronological dates.

English: Previous languages, communicating historical learning and understanding through reading, writing and speaking. Experience of historical writing in different genres.

Computing: The internet provides a rich source of information on the periods studied and also allows children to build understanding and empathy for different periods through games and simulations. Computing also offers the children different ways of presenting their findings from historical research.

P.E: Looking at past exercise regimes and dances (e.g. Egyptian dance)

Geography: Looking at the history of different countries, continents and landscapes. How the world and the people/animals in it have changed and how the local environment has changed.

Music: Looking at the development of music throughout the time, instruments played in the time period being studied.

Art: Changes in artistic style and fashions and famous artists throughout History.

Health and Safety

The general teaching requirement for health and safety applies in this subject. All teachers will plan their work with the safety of the pupils in mind.

Regular checks and risk assessments are reviewed by all teachers, as well as a continuous risk assessment which is carried out every day. (This also includes checks and risk assessments for visits and trips).

Equal Opportunities

All children will be given equal access to History irrespective of race, gender, creed, level of ability or nationality. When planning and teaching History teachers will consider:

- Setting suitable learning challenges
- Responding to pupils diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Where possible teaching assistants will be used to support and extend pupils learning and understanding in History. Working across the school the History co-ordinator and staff endeavour to accelerate all pupils' progress,

including that of the most able, pupils who have special educational needs and/or disabilities and disadvantaged pupils, by:

- improving teachers' use of assessment information to identify accurately appropriate next steps in the learning of pupils. This is evidenced in History book writing, questioning/planning and pictorial references.
- further raising the expectations of staff about what pupils should be achieving within historical knowledge, historical concepts and historical enquiry.
- providing pupils with more opportunities to develop their writing skills for different purposes across the wider curriculum
- ensuring that teaching supports pupils over time to have the confidence and skills to undertake more challenging questions and tasks independently.

Community Links

The school aims to promote close links with the community through History encouraging family and local residents' involvement wherever possible. Local history learning can be enhanced through links with the community through family interviews, visitors to the school and looking at local architecture.

Assessment, Recording and Reporting

History can be assessed in a variety of ways:

- Observations of pupils or groups on task
- Children responding to the enquiry question
- Discussion with pupils about their tasks
 - Work in books
 - Pupil's own evaluation of their work

These assessments:

- Inform future planning
- Provide information about individuals or groups
- Provide summative information
- Provide information for parents

Assessments are carried out throughout all Key Stages and enquiry questions used to check children's understanding. These are the responsibility of the class teacher with support from the History coordinator.

Review and Monitoring

The monitoring of the standards of pupils' work and of the quality of teaching and learning in History is the responsibility of the History coordinator. The work of the subject coordinator also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject at Christ Church.

The effectiveness of the History curriculum will be evaluated in discussions with the teaching staff and the History coordinator. Resources, teaching methods, pupils' experience and needs will be identified and priorities for amendments will be established and identified on the action plan for Humanities. This annual evaluation of this form the basis for an action plan, which will inform the school improvement plan.

The History co-ordinator will also monitor the use of child data for assessment and keep this within the regulations as set out by the GDPR act.

Professional Development

INSET needs are identified through:

- School development planning
- Curriculum review and evaluation
- Coordinator needs
- Individual needs

Useful contacts/ Websites

<http://www.history.org.uk/resources/resources.html> - has articles for teachers to read and examples and suggestions of work for the different History topics

<http://horrible-histories.co.uk/> - fun and engaging website for the children to explore the different areas studied in History

<https://www.history.org.uk/> - Another site full of resources to support History Teaching

Geography

Geography Vision, Aims and Curriculum intent

Our high-quality geography curriculum will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Progressive teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human features. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

"Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?"

Michael Palin 2007

"What is knowledge worth if we know nothing about the world that sustains us nothing about natural systems and climate, nothing about other countries and cultures?"

Jonathon Porritt, Director of Friends of the Earth (1984-1990).



"Geography makes us aware that we must think globally"

Bill Giles OBE, Head, BBC Weather

At Christ Church we will endeavour to:

- Ensure that all children receive a broad, balanced and 'first class' education.
- Create an interesting and stimulating environment, which reflects our values, promotes a sense of community and an individual sense of self-worth.
- Provide a differentiated curriculum which will enable all children, from the most able to those with special educational needs, to make excellent progress.
- To enable our children to develop life skills, for an ever-changing world by continually evolving the curriculum.
- Promote social, cultural, moral and spiritual development, preparing children to be responsible citizens with British and Christian values.
- Encourage partnership with families and foster positive links with the community.
- Provide opportunities for children to develop independent enquiring minds and an enthusiasm for learning.
- Promote an understanding of the responsibility to sustain the local and global environment.
- To diminish the difference between pupil premium and disadvantaged children and their peers.

We believe the most effective way of achieving these aims is through the promotion of enquiry and curiosity, enthusiasm and challenge, sharing and learning together, the acceptance and embracing of differences, openness, respect and perseverance.

The curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of places, seas and oceans, including their physical and human characteristics.
- 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.
- Are 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 and writing at length

Curriculum organisation

Geography will be planned, taught and assessed in accordance with the curriculum which outlines the aims and objectives for the Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

Subject planning for Geography has three phases:

- Whole school: this ensures continuity and progression within the subject and ensures that there is no unnecessary duplication or omission.
- Year Group: this ensures that classes within the same year group cover the same areas aiming for the same objectives.
- Class: this allows the teacher to interpret the learning objective in their own way and deliver the lesson in an interesting way for their class, taking into account abilities and needs within the class.

EYFS

Three and Four-Year-Olds Understanding the World

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Reception

Draw information from a simple map

Recognise some similarities and differences between life in this country and life in other countries

Explore the natural world around them

Recognise some environments that are different from the one in which they live

Understand the effect of changing seasons on the natural world around them

Key Stage 1

Pupils will develop knowledge about the world, the United Kingdom and their locality. They will 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 to:

Location knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristic of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

- 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
- Use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hills, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in Key Stage One
- use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
- 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
- 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

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Location knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

There will be an underlying theme of map work and continent/country identification across the whole school.

The topics for the various year groups are as follows -

Year Group	Autumn	Spring	Summer
Foundation Stage	Marvellous me and super celebrations	All creatures great and small	The world around us and the great big blue
Year 1	Farms and Factories	If you go down to the woods	Holidays
Year 2	Wonderful Wirral	Where in the world?	Hakuna Matata
Year 3	Wirral Warriors	Wonderful Walls Ancient China	Why are we so amazing? Farm life on the Wirral
Year 4	Radical Romans	Vicious Vikings	Did New Brighton always look like this?
Year 5	Medieval Medicine	Tudors in our towns	Natural Disasters
Year 6	Victorian Wirral	Liverpool during the wars.	Africa Black History

Continuity and Progression

In order to ensure progression, the learning activities are sequences within a scheme of work or through cross-curricular opportunities within other areas of study. This is achieved through direct teaching to the class or small groups, by providing direct experiences in practical tasks through using a wide range of equipment and resources within school, and by fieldwork experiences on residential trips or day excursions. The Geography coordinator monitors the class groups, year groups and the whole school thereby further ensuring continuity and progression within the subject.

Teaching and Learning Strategies

A variety of teaching and learning styles are used during Geography lessons. The principle aim is to develop the pupil's knowledge, skills and understanding. This is achieved through:

A variety of teaching methods are used to deliver Geography. These include:

- Whole class teaching (for acquiring knowledge)
- Small group work (for investigating and discussing)

Opportunities for first hand experiences where possible. This includes:

- Fieldwork
- Visits to museums and other sites
- Visits from people with specialist knowledge
- Investigating maps and aerial photographs
- Television
- Audio
- Drama and role play
- Utilising new and existing equipment and resources, outside, Forest School area, local environment
-

Activities the children are likely to be involved in are:

- Investigations
- Gathering, recording and analysing information
- Discussion and debate
- Question and answer
- Writing
- Presentation of findings

Spirituality in the Curriculum

Geography is a subject that naturally creates many opportunities for children and staff to develop and nurture their spirituality. By learning about our world and the physical and man made features, children will feel a sense of awe and wonder as they discover life under the sea, explore countries and take part in fieldwork exercises. Children will be able to connect with their world and begin to understand that some things can touch us emotionally and physically such as the rainbow left in the sky after rain or the vastness of a desert and the height of a mountain. Children's spiritual development is fostered throughout their geographical learning journey as they are provided with opportunities to express personal beliefs and share their opinions through discussions, experiences and fieldwork. Our children will experience a love of learning in Geography lessons that are exploratory and reward their enthusiasm. We teach children to reflect on the world around them and show a sense of awe and wonder towards aspects of their natural world. Children are encouraged to question openly, led by enquiry questions, and engage in discussions that develop their own ideas and help them to understand the ideas of others.

Contribution to other Areas of the Curriculum

Geography is particularly linked to work in other curriculum areas, which includes English, Maths, ICT and Science.

English

Reading and writing are essential for the processes of finding out about and communicating an understanding of geography. Discussion, drama and role play are aspects of the programmes of study for speaking and listening and are important ways for pupils to develop their understanding that people have different viewpoints and perspectives of their world.

With careful planning, geography texts and the reading and writing tasks completed in geography can provide opportunities for pupils to develop and apply their skills and understanding of English.

Maths

In Geography opportunities arise for pupils to apply their mathematical skills through:

- collecting, recording, presenting and interpreting data
- positional and directional languages
- co-ordinates and map skills

ICT

This can assist the pupils' learning in Geography by:

- enhancing their skills of geographical enquiry
- providing a range of information sources to enhance their geographical knowledge

- supporting the development of their understanding of geographical patterns and processes
- providing access to images of people, places and environments
- contributing to children's awareness of the impact of ICT on the changing world
- providing opportunities to collect data from real time sources through the use of digital weather stations

Science

Children are able to make links between different geographic skills and knowledge through Science topics and working scientifically.

KS1 - Living things and their habitats

KS2 - Rocks, soils and landscapes

- Living things and their habitats (Further exploration)
- Evolution

Equal Opportunities

All children will be given equal access to Geography irrespective of race, gender, creed, level of ability or nationality. When planning and teaching Geography teachers will consider:

- Setting suitable learning challenges
- Responding to pupils diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Where possible teaching assistants will be used to support and extend pupils learning and understanding in Geography. Working across the school the Geography co-ordinator and staff endeavour to accelerate all pupils' progress, including that of the most able, pupils who have special educational needs and/or disabilities and disadvantaged pupils, by:

- improving teachers' use of assessment information to identify accurately appropriate next steps in the learning of pupils. This is evidenced in topic book writing, questioning/planning and pictorial references.
- further raising the expectations of staff about what pupils should be achieving, within location knowledge, place knowledge and human and physical geography.
- providing pupils with more opportunities to develop their writing skills for different purposes across the wider curriculum

- ensuring that teaching supports pupils over time to have the confidence and skills to undertake more challenging questions and tasks independently.

Community Links

Community links are actively sought through the involvement of parents, and the participation in local events outside of normal school hours. During some of the units detailed above, our pupils visit the local community to carry out various investigations.

Assessment, Recording and Reporting

Geography can be assessed in a variety of ways:

- Observations of pupils or groups on task
- Discussion with pupils about their tasks
- Work in books
- Pupil's own evaluation of their work

These assessments:

- Inform future planning
- Provide information about individuals or groups
- Provide summative information
- Provide information for parents

These assessments are carried out throughout all Key Stages and are the responsibility of the class teacher with support from the Geography coordinator.

Review and Monitoring

The monitoring of the standards of pupils' work and of the quality of teaching and learning in Geography is the responsibility of the Geography coordinator. The work of the subject coordinator also involves supporting colleagues in the teaching of Geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject at Christ Church.

The effectiveness of the Geography curriculum will be evaluated in discussions with the teaching staff and the Geography coordinator. Resources, teaching methods, pupils' experience and needs will be identified and priorities for the action plan set.

Useful contacts/ Websites

<https://www.geography.org.uk/teaching-resources> has articles for teachers to read and examples and suggestions of work for the different Geography topics. This also gives resources for teachers to use in class