



Curriculum summary

Subject: Humanities (History and Geography)

Intent:

Why we teach Humanities

Humanities at DILS provides children with a breadth of opportunity and experiences. We set out to discover the Historian and Geographer in each and every child by igniting their curiosity for the place in which they live and how it became as it is today.

The National Curriculum provides the intent for the humanities in our school.

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. (DfE National Curriculum 2014)

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. (DfE National Curriculum 2013)

We aim to provide a humanities curriculum that is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century.

Implementation:

How we teach Humanities

We teach Humanities by ensuring children have the opportunity to take trips to places of historical and geographical importance such as Priory Church, Ashridge Estate, Warwick Castle, St Alban's Abbey and many more. We also look for opportunities in our curriculum to speak to real and relevant people and to make links with people in other places or countries. In addition to all this we take every opportunity to invite visitors in and borrow historical artefacts for children to experience and help them to piece together the past.

A breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts. Appropriate discussion is recommended as a means of checking pupils' learning systematically, identifying misconceptions and providing immediate feedback. Questions and tasks to stretch and challenge the most able pupils are incorporated where appropriate. Revisiting ideas and concepts in different, more challenging, contexts in later units are all designed to help pupils remember content and integrate new knowledge into their evolving conceptual framework.

How we plan for learning

Class teachers plan cross-curricular topics to embed opportunities to deliver a progressive skills-based curriculum on the expectations of the National Curriculum.

How we assess learning

Assessment for learning during lessons

Assessment data capture online once per term using target tracker skills.



Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve.

Some assessment opportunities are informal and depend on the use of talk, eavesdropping on pupil-pupil discussion, or teacher-pupil conversation, checking that the vocabulary has been acquired, is understood and can be used correctly.

Impact:

Our expectations for all

We place an emphasis on ensuring children's skills are well developed. We focus on challenging children to ask and answer those difficult and more challenging and in-depth questions. Children at DILS truly think critically, weigh evidence, sift arguments and develop good perspective and judgement. They do understand that life is complex, and they are challenged to question their place in this – How can they make a difference? How does what they do affect others? What are the impacts for the future?

Our expectations for Year 4

We aim to give them a rounded experience of their world and inspire them to investigate their environment, ask questions about the past and make predictions about the future. We have high expectations of our students and encourage them to have aspirational targets for themselves. We expect our students to approach their lessons with enthusiasm and an open mind for what they are about to discover about their world and their place within it.

How we measure impact

The impact is demonstrated by the pupils' ability to show progress along, to use the correct vocabulary to describe, compare, give reasons and explain what they are learning about and in their acquisition, application and transferability of geographical and historical skills. In particular, it is evidenced by the pupils' ability, willingness and confidence in addressing and discussing each unit's key question, giving an ability-indicative response focusing on key vocabulary, skills and concepts.

How we monitor Humanities

Subject leader completes book scrutiny, planning checks, learning walks and collects pupil voice termly to ensure high quality progressive teaching and learning is consistent across the school.

How we report

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents in writing or at an appointment where parents are invited to discuss their child's progress.