

*“You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of people and places”*

*Michael Palin .*

### Why do we teach humanities?

At DILS we strive for our Geography and History curriculum to be ambitious and challenging for all learners. We aim to foster a lifelong love and understanding of people and places; both past and present, while providing a foundation of understanding that will make our children curious, active citizens of this country and the wider world. We do this by ensuring children have the opportunity to take trips to places of historical and geographical importance. 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. This provides children with real life experiences of what they are learning about which in turn gives it both importance and relevance. Children can also see the opportunities their world holds for them by understanding it better and seeing how it has changed. 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.

### Key Stage 1 - History and Geography

Our history and geography unit curriculum in Key Stage One is delivered through 6 units and each unit lasts for 6 weeks. These units cover both history and geography objectives from the National Curriculum. Our learning focuses on important people, places and events from the past and then their impact on today. To ensure equal access to both subjects, History and Geography objectives are each covered for 6 weeks in a term.

#### Key stage 1 units:

<u>Geography</u>	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>
<b>Year 1</b>	Wonders of the world	Weather experts	A contrasting locality (Kenya)
<b>Year 2</b>	Building Geographical skills/field word	We are Britain	A contrasting locality (China)

<u>History</u>	Autumn 2	Spring 2	Summer 2
Year 1	Remembrance	Local history - our school	Should we call Grace O'Malley a pirate?
Year 2	The Platinum Jubilee	The Great Fire of London	Local history - Dunstable

### Key Stage 2 - History and Geography

Our history and geography unit curriculum in Key Stage two is delivered through 6 units and each unit lasts for 6 weeks. These units cover both history and geography objectives from the National Curriculum. Our learning focuses on important people, places and events from the past and then their impact on today. To ensure equal access to both subjects, History and Geography objectives are each covered for 6 weeks in a term.

#### Key stage 2 units:

<u>Geography</u>	Autumn 2	Spring 2	Summer 2
Year 3	The Americas - <b>Non-European Study</b>	Climate and Weather - <b>Comparison study</b>	Coast - <b>Local field work study of local beach</b>
Year 4	Our World	Rivers & Water Cycle- <b>Local field study- local river</b>	Earthquakes and volcanoes

<u>History</u>	Autumn1	Spring 1	Summer 1
Year 3	The Blitz -WW2	Ancient Egypt	Stone Age to the Iron Age
Year 4	The Roman Empire and its impact on Britain	Anglo-Saxon, Viking and Scots	Early Islam - including Baghdad and London

<b>Delivery: scheme of work</b>	<p>Class teachers use History Association to plan cross-curricular units to embed opportunities to deliver a progressive skills-based curriculum on the expectations of the National Curriculum.</p> <p>Within the Early Years Foundation Stage, Geography and History is included as part of Knowledge and Understanding of the World. Pupils learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the early year's curriculum as children needing to: observe and identify features in the place they live and the natural world; Begin to know about their own cultures and beliefs and those of other people; Find out about their environment, and discuss features they like and dislike in circle times.</p>
<b>Time allocation</b>	KS1 & KS2 - 1:00 weekly
<b>Subject evidence</b>	History/Geography work recorded in books, on paper or on display
<b>Assessment</b>	<p>Assessment for learning during lessons</p> <p>Recorded against assessment statements termly</p>
<b>Reporting</b>	Teacher reports progress face to face during parent teacher meetings and in a written report
<b>Tracking and monitoring</b>	Subject leader completes work scrutiny, planning checks and collects pupil voice termly to ensure high quality progressive teaching and learning is consistent across the school.
<b>Vocabulary</b>	Key vocabulary is identified in our Humanities vocab spine and explicitly taught within lessons. Pupils revisit vocabulary throughout the topic to support retrieval.

### The content of the school curriculum aims:-

#### To ensure all pupils in Key Stage 1:

- develop knowledge of the world, the United Kingdom and their locality
- understand basic subject-specific vocabulary relating to human and physical geography begin to use geographical location skills, including first-hand observation to enhance their locational awareness.

#### To ensure all pupils in Key Stage 2:

- extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America
- include the and characterisation of a range of the world's most significant human and physical features
- develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### Planning and Evaluation

Medium term and short term planning is carried out by teachers and stored electronically on the drive in year group folders. Planning is checked and monitored by the Humanities subject lead. In addition to planning scrutiny, monitoring includes book scrutiny and pupil voice interviews.

**Assessment, recording and reporting** The assessment system is based on key performance indicators (KPIs) for end of year and end of phase expectations, which reflect what pupils are expected to achieve. Assessment is both formative and summative and is used as a basis for a written report to parents at the end of each academic year.

### **Organisation**

The DILS Humanities curriculum content is allocated to specific year groups to ensure a broad, balanced and chronological delivery across the school.

### **Health and safety**

This is paramount when planning Humanities learning and the school's health and safety policy and guidance for educational visits is referred to as good practice.