

ISP Curriculum Statement

Subject: Humanities

INTENT	
	<p>Through our humanities curriculum we aim for pupils to:</p> <ul style="list-style-type: none">• To enjoy learning by stimulating a passion and interest for the world around them and the human and physical processes which help to shape it. Comparing different places in the world with their local area to gain a greater understanding of the lives and cultures of different people.• Have a rounded understanding of the past and that gives an insight into how these impact on the present and future. Comparing past societies and their values with the present and studying contemporary problems in their historical settings.• Have the opportunity to become curious and critical thinkers so they can ‘articulate, analyse, explain and infer’ as they study various topics.
Teaching of knowledge and skills <i>*See whole school progression maps for curriculum content</i>	<p>The geography and history curriculum at ISP enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>For example, when looking at Geography, pupils in Key Stage 1 will be taught to name and locate the world's seven continents and five oceans. However, pupils in Upper Key Stage 2 should be able to 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. This progression is clear throughout school in our mixed age classes. Children are able to build on prior knowledge, further developing their geographical skills.</p>
Application of skills	<p>Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.</p> <p>History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects such as English and Art.</p>

Vocabulary	Ireleth St Peter's pupils will be taught and encouraged to use vocabulary linked to Geographical and Historical aspects of topics.
IMPLEMENTATION	
Curriculum approach	<p>Stimuli – resources, trips and visitors</p> <p>Pupils have access to all aspects of the EYFS curriculum. Humanities is covered by two different areas of the Understanding the World, EYFS, such as "People and Communities" and "The World".</p> <p>Pupils at ISP will have the opportunity to engage in sensory based activities to explore an Understanding of the World around them, these also link to many of their communication targets and supports their ongoing development throughout school.</p> <p>Each class will explore a different topic each half-term to cover 6 topics over an academic year, all of which will have clear links to Humanities.</p>

Local Context	Questioning
From the threads of legacy and childhood and family, we ensure that we use our local area as a crucial part of our history provision. By designing a curriculum that examines and studies the history of our local community, this makes for a unique understanding for our children of how history has shaped and influenced their lives and society.	Questions are woven through the planning for the units of work allowing pupils to think deeply and logically about their work at hand. Pupils working towards the learning expectations are supported through careful questioning and peer support. All pupils ask questions at the beginning of a unit and are encouraged to ask questions as their knowledge and skills develop throughout a unit.
Sharing work	<p>SMSC</p> <p>Pupils' work in geography and history is recorded in topic books/curriculum folders and is shared between pupils and staff. There are frequent opportunities to publish learning to create displays and show the process of the work as the unit develops. Learning can be responsibly shared online with parents, by using our social media platforms and Class Dojo.</p> <p>Children get a chance to work on projects using a range of media and are able to share their findings using word processing and PowerPoint skills.</p> <p>Knowledge of how the history of the world is recorded and why it is important to look at both sides of history. Knowledge of how their local, national and global community was formed and an understanding of how the global community is related through thousands of years of history.</p>

IMPACT
Pupil voice
Pupils at ISP are able to share their thoughts and opinions about topics covered and History and Geography work completed through pupil conferencing opportunities. This is part of the monitoring timetable carried out by the Humanities subject coordinator.
Evidence of Knowledge and skills
Pupils understand where their knowledge fits into the outside world and why it is important to develop their geography knowledge and skills. Pupils are able to apply their skills to investigate new geographical locations and explain how and why they have reached that conclusion. Pupils are confident at explaining their work to people and their work is at an expected or greater standard. Within the Geography curriculum, there are opportunities for all to demonstrate their skills, including through written evidence, as well as more practical and investigative tasks. Pupils understand where their knowledge fits into the world and how they can use the skills learnt during history lessons and apply this to all areas of life – for example looking at both sides of history and exploring bias. Pupils are able to apply their historical skills to ask and answer questions about particular sources, opinions and artefacts and explain the conclusions which they have drawn and explain why they have reached that conclusion.
Breadth and Depth
Pupils have developed their ideas to and beyond the expected standard for the end of unit expectations. Pupils are confident in explaining their thoughts and feelings about their work and are reflective about their working process. Some children are then able to use their skills and knowledge and make links across other topics and other curriculum areas. Through reflecting on the subjects of History and Geography, children are then able to self-identify what skills they would then like to improve and develop.

*Inspiring Successful Partnership
through God's love*