



**Sir John Lillie Primary School**  
**Humanities**

## **Introduction:**

This document outlines the Sir John Lillie Primary School ("SJL") Humanities Policy. Our belief at SJL is that the children in our school should have the opportunity to learn through a rich curriculum that gives a wide range of first hand experiences and the opportunity to develop skills for life. In order to empower our children in their learning, we aim to provide a relevant curriculum that connects with their own experiences and interests and a curriculum that allows and encourages our children to be expressive and creative in their approach to learning. This policy is reviewed on an annual basis or as circumstances require. Specific subject details follow below outlining aims and expectations.

## **Aims:**

The fundamental aim of the study of humanities is to help our pupils develop an understanding of their own lives and the world in which they live. This is achieved through the study of individuals, societies, cultures and the environment. At Sir John Lillie Primary School, we aim to cover the teaching of historical and geographical skills through teaching about themes and places as laid down in the National Curriculum Programmes of Study and our long term plans. The learning of humanities promotes

- An understanding of the causes and consequences of change through physical and human actions and processes.
- Identification of connections, contrasts and trends over time and area.
- The development of appropriate terms and vocabulary to construct informed responses.
- Knowledge and understanding of people, cultures and events in a variety of places and at different times.
- Spiritual, moral, social and cultural development.
- A desire to be proactive local and global citizens.
- Development in the skills of enquiry, investigation, analysis, evaluation and presentation.

## **Humanities: Key Knowledge & Skills**

### **Geography:**

- Knowledge and understanding of places - Pupils develop their sense of identity through learning about their locality and the wider world.
- Knowledge and understanding of patterns and processes - Pupils recognise and explain selected physical and human processes.
- Knowledge and understanding of environmental relationships and issues - Pupils describe how people damage or improve the environment (sustainable development).
- Develop geographical skills and vocabulary necessary to carry out effective geographical enquiry.

### **History:**

- Develop a chronologically secure knowledge and understanding of British, local and world history.
- Establish clear narratives within and across the periods they study.
- Understand how our knowledge of the past is constructed from a range of sources.
- Identify different interpretations of history and some of the different ways in which the past is represented.
- Develop historical enquiry skills - Pupils study evidence, ask questions and solve problems.
- Develop an understanding of society and their place within it, so that they develop a sense of their cultural heritage.

### **Roles and Responsibilities:**

All teaching staff are responsible for teaching humanities subjects through the academic year. Units are linked with National Curriculum areas of learning in History and Geography and are as set out in the current Programme of Study. These are monitored by the Curriculum Coordinators in conjunction with subject Coordinators, the Senior Leadership Team, the Head teacher and the Governing body. Each member of staff undergoes an induction when they start work at SJL, during this their roles and responsibilities are explained in detail. For additional information about roles and responsibilities please refer to the individual's job descriptions.

### **Curriculum Provision:**

Our school ethos and curriculum reflects the importance we place on the teaching of humanities subjects. Children in KS1 and KS2 study three geography units and three history units each academic year. These units are organised within our long term plans and the skills, knowledge and vocabulary are carefully planned and sequenced within our geography and history progression maps. The geography and history progression maps are sequenced to ensure that learning builds on previous experiences and understanding from EYFS to Year 6. Lessons begin with a 'Last, Last' activity to revisit prior knowledge and key vocabulary is explicitly introduced and taught. Work in geography and history is recorded within humanities books. Each classroom has a working wall display to support learning of the current subject and unit being studied. We further enhance our curriculum through educational visits, workshops, school journeys and visitors to the school. Humanities is also promoted through assemblies and events based on key historical or global dates.

### **Equal Opportunities:**

Our aim is to develop the potential of all our pupils at SJL. In order to achieve this, we ensure that all pupils are given the opportunity and necessary support they need to access the humanities curriculum, regardless of sex, race, religion and ability, including children who have a special gift or talent in this area. The strong emphasis on pupils' starting points, interests and talents enables the humanities curriculum to respond to change and allows it to reflect the current needs of our pupils and the ethnic, cultural and social backgrounds represented in our school community. For more information on equal opportunities, please refer to SJL's Equalities Statement.

### **Planning, Assessment, Progression and Evaluation:**

Our long term plans provide an overview of the units studied in each subject from Year 1 to Year 6 and is based on the National Curriculum programmes of study. We use Kapow Primary to support the planning, teaching and assessment of geography and history. Our progression maps include the knowledge, skills and vocabulary intended for our children to learn from the Nursery to Year 6.

The assessment of humanities is undertaken continuously by class teachers and other teaching staff whilst pupils are engaged in tasks. Children's work also provides evidence of knowledge learnt and skills acquired. Assessments are recorded on our shared system and are used to monitor progress and attainment.

**Parental Involvement:**

Parents are encouraged to be involved in their child's learning, supporting and enriching wherever possible through outside experiences.

Long-term plans and progression maps are made available to parents on the school website and the knowledge organisers for each geography and history unit studied are shared with parents and families each half term on Google Classroom.