



Compassion - Courage - Forgiveness – Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



Humanities (History and Geography)

Adopted: Autumn 2020

Review Date: Autumn 2024

Our Christian vision

‘Love one another as I have loved you’ (John 15:12).

This is the Christian foundation for our high expectations for learning, achievement and behaviour for each and every pupil and for the way the school works with families, its parish and whole community.



1. Introduction

- 1.1** *'We are not makers of History. We are made by History.'* Martin Luther King Junior
'Without Geography, you're nowhere.' Author Unknown
- 1.2** This policy is to be read in conjunction with our mission statement and our policies for assessment, marking and feedback, learning and teaching and special educational needs and disability.
- 1.3** This policy has been drafted in consultation with staff, governors and parents.

2. Our intent for humanities

2.1 At Mistley Norman Church of England Primary School and Nursery our curriculum is tailored to the needs of our pupils, their experiences and the local resources that we have available to enrich their learning experiences.

2.2 We want to inspire the pupils' natural curiosity and fascination about the world and spark a lifelong love of History and Geography. We ensure that they will gain an in-depth knowledge of the past in both the United Kingdom and the wider world. We want our children to comprehend where, when and why key events in History have happened. They will also develop their understanding of places, people and environments around the globe. We want our children to ask and answer insightful questions regarding the Wider World now and in the past.

2.3 Over the course of their time with us, pupils will experience History and Geography taught in a variety of ways, they will get hands-on in their lessons and will cover all the skills in the National Curriculum.

3. Our implementation of humanities

3.1 Curriculum

History and Geography are taught as blended topics which changes each term. Most topics will have a heavier focus on one of the subjects but both History and Geography are evident within each topic and a balance is achieved over the course of each phase of the school. We have developed topic-based curriculum plans which show progression from Early Years Foundation Stage to Year 6. The children's knowledge, awareness and understanding is built upon every year by having overarching topics which then feed into termly foci - Famous People and Events in every year group in every autumn term, Our Country and Our World in spring terms & Local Areas in summer terms.



3.2 Pedagogy

We endeavour to use a range of pedagogical approaches when teaching humanities to ensure that all children are able to learn to the best of their ability and to ensure full engagement and enjoyment. These include:

- Theme days
- Practical ‘hands-on’ experiences
- Field Work
- Cross curricular links, for example, linking with English writing units or RSHE lessons
- Physical resources
- Role-play within lessons
- Purposely planned visits out and visitors in to enhance classroom learning
- Local resources such as St Osyth Priory are used at different stages of the children’s learning to ensure relevance to our pupils, and consolidate prior learning.

3.3 Reception

In Early Years Foundation Stage (EYFS) History and Geography are taught through the ‘Understanding the World’ strand of the curriculum, subsections; ‘The World’ and ‘People and Communities’. At this stage of their learning, the pupils mainly focus on the history of themselves and on their immediate surroundings, however, they also look further afield through familiar objects, for examples Toys and Homes over time. They spend time out exploring the local village and visit St Osyth Priory. The learning in EYFS is very practical, often involving role play and hands-on activities and is a mixture of adult-led taught sessions and child-initiated learning through play.

3.4 Special Educational Needs and Disability

Special educational provision is underpinned by high quality teaching that is differentiated and personalised to meet the individual needs of children enabling them to achieve their best and become confident individuals living fulfilling lives.

3.5 Assessment, marking and feedback

As per the marking policy topic lessons are to be marked at least once a week. The children’s understanding should be extended, consolidated or challenged with key next step comments and questions. Staff should keep subject specific learning objectives in mind for these next steps rather than a focus on secretarial skills.



4. The impact of our humanities provision is

4.1 We monitor and evaluate the implementation of our provision for Humanities in various ways including:

- Learning observations
- Climate walks
- Work scrutiny
- Pupil perceptions
- Staff perceptions
- Assessment analysis

4.2 The outcomes of our monitoring and evaluation work are used by the subject lead, senior leaders and governors.

4.3 We summarise the impact of our provision for humanities in this way.

Our humanities curriculum impacts the children in a number of ways.

- Children are prepared to move on to each new year group, through phases and eventually on to secondary school.
- Pupils will develop a respect for diversity and appreciate the way in which the world thrives on its similarities and differences now and in the past.
- Children have a deeper engagement with their local area yet also develop a curiosity about the wider world.
- Pupils will develop enquiry skills to pursue their own interests within a topic and answer further questions.
- Pupils will be knowledgeable about the history of the United Kingdom, key events worldwide, geographical facts, international cultures and climate awareness.
- Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge, awareness and understanding.

5. Our roles and responsibilities for humanities

5.1 Our humanities subject lead is accountable for the strategic development of subject/s or phase developing and implementing plans, policies and targets and practices within the context of the school and trust's aims, policies and circumstances. Specifically, through directed time and other time:

- To monitor and evaluate the standards of teaching.
- To monitor and evaluate the standards of learning.
- To contribute to whole school self-evaluation.
- To plan, including writing subject/ or phase priority/improvement plan, and implement improvement plan and work.
- To review priority/improvement plans and work, at least termly.
- To write and implement policies.
- To write and communicate progression documentation.



- To support and challenge colleagues, including through being active team members of leadership teams and participation in ‘deep dive’ weeks.
- To be a model of best practice.
- To keep up to date with latest developments in education especially in relation to the subject/phase.
- To report to and/or meet with governors when required.
- To communicate and work effectively with colleagues.

5.2 Our children are supported to have a positive attitude to learning, in school and on trips, so that they can learn as well as they possibly can.

5.3 Our governance bodies are responsible for supporting and challenging staff so that children receive the best possible education.

6. Our resources for humanities

6.1 Physical resources

In school we have a range of resources which can be used in humanities lessons. These include but are not limited to dressing up clothes, replica artefacts, atlases (different ones for different age groups) and a range of non-fiction texts. Topic resource boxes are also available.

6.2 Online resources

Humanities really lends itself to the use of the internet and online resources. The children are taught to research online safely and evaluate the reliability of sources. Classes have access to the computer suite for topic-based lessons each week to enable them to access online resources. Staff also have access to the school subscription to Classroom secrets which has a range of history and geography resources.

6.3 Local resources

At Mistley Norman Church of England Primary School and Nursery, we are lucky enough to be located in a part of the country which is bursting with historical and geographical content. Nearby we have St Osyth Priory, which we visit as part of our humanities learning. We are also close to Colchester Castle, Harwich International Port and Duxford Imperial War Museum. The Tendring Peninsula is equally as important for its climate and position within the UK, for example, St Osyth is the driest place in the UK.

6.4

Resourcing is reviewed regularly and is subject to change as a result of staff feedback and monitoring of the children’s learning.