



Humanities at St. Michael's CE



Intent—We aim to....



As a school, it is our aim to instil a love of Geography and History in all of our children, through engaging and interactive lessons which develop their skills and knowledge.



We aim to provide the children with an interesting and varied curriculum that intrigues, motivates and challenges. A clear focus on core knowledge, concepts and vocabulary will be clearly specified in all lessons.



Supporting children to become 'lifelong learners' with a clear understanding of our world. Ensuring children are clear on the different aspects of human and physical geography, providing them with a wide range of sources and tools to enable them to explore a range of concepts.



The curriculum is designed to build upon the skills and knowledge of the local area which is first taught in the Early Years, to widening and embedding that understanding as the children move into Key Stage 1. Then further developing their wider world knowledge, understanding of key events throughout history and being able to compare their own locality with other areas of the world.

Lessons will develop children's critical thinking skills, enabling children to ask perceptive questions, building their understanding of chronology and an awareness of local and world history. As well as learning about cultural differences between people and places around the world as well as physical processes that have, and continue to shape the world.

Implementation— How do we achieve our aims?



Curriculum

In EYFS children are supported to make sense of their local environment and the world around them. Children are introduced to key geographical features, beginning to understand how the environment they live in is different to contrasting environments. They use family experiences and everyday objects as a tool to understand the past, with carefully selected stories to support their understanding of now and then. In Key Stage 1, children are taught about the lives of significant individuals from the past and how they link to significant events. The concept of chronology and sequencing of events is introduced, beginning with their own lives, then thinking about other historical events like the Great Fire of London. Children begin to extract information from different sources to make comparisons and ask questions to further develop their understanding. Geographical concepts are broadened to include the wider local area, their location in the United Kingdom and understanding of countries and continents. In Key Stage 2, their analytical and questioning skills are developed, where children focus on a 'big question' to access their prior knowledge. Through teaching key language and vocabulary, then investigating significant people, events or physical and human geography, the children are able to research, from a range of sources, to develop their understanding of concepts. This then allows them to apply their knowledge and skills to assess learning against the 'big question'.

Structure

Lessons follow a specific structure in which the children are introduced to, or reminded of, the 'Big Question' and discussion is held about previous learning. An interactive fluency activity recaps previous skills or knowledge, then key vocabulary for the lesson is introduced and displayed for children to access throughout the learning. Key skills and knowledge are then modelled and shared. Children have the opportunity to practise these skills or further their understanding through research. Finally the children apply these skills in a variety of different ways before we review the learning. Throughout the unit, these skills are developed and children answer the **Big Question** in an end of unit piece of work displayed in a variety of ways.

Fluency



As a school, St Michaels has implemented fluency-based activities which are aimed to develop children's ability to recall important facts and information about the world that they live in. These activities are designed to enable children to embed key concepts and have a secure understanding of their locality, the United Kingdom, continents, countries and the world. As well as being able to recall facts about significant periods in time and be able to discuss the chronology of their lives and of significant events from past.

Implementation continued.....

Engaging texts

Children have access to a range of maps and atlases, both physically and online to improve their map reading skills. Each topic has a range of carefully selected texts and resources available for the children to use both in lessons, or for further research and enjoyment in their own independent reading time. These are available for the children to select independently from our book nooks in school.



Typical Lesson Structure

What is a geographer/historian?

Fluency task

Shared vocabulary

Direct teaching and modelling learning

Independent practice

Staff Subject Knowledge

We have a **Humanities Team**, which is made up of teachers from different Key Stages, who act as 'subject specialists'.

As **The Humanities Team** are responsible for the teaching of humanities to all year groups, we have developed our understanding of the content needed and are able to deliver and explain the key content and knowledge the children need to succeed in lessons.



Collaboration with other schools

We have spent time with other schools within our school's academy trust, sharing expertise and developing structures to ensure that our curriculum is detailed and engaging. Through professional dialogue with other schools, we have been able to further develop our practice.

Impact—How will we know we have achieved our aims?



Children will enjoy geographical and historical experiences and will want to find out more about history and the world they live in.



Inspire a curiosity and fascination about the world around them, as well as past historical events.



Children's work will show a secure knowledge of both subjects, where children display a range of skills.



Children's understanding of key terms and vocabulary will be secure.



Children will develop their enquiry skills through asking important questions and researching the answers.



Children will leave school with a sound knowledge of their local geography and history, as well as key facts and information about major historical events and the world around them. Children will also want to continue to develop their knowledge of Humanities into secondary school and beyond.