

LYDIARD MILLICENT CE PRIMARY SCHOOL
AND RIDGEWAY FARM CE ACADEMY

HUMANITIES POLICY

Member of staff responsible	
Committee responsible	Performance
Date agreed with staff	June 2018
Date discussed with pupils	
Date agreed at Committee	June 2018
Date approved at Governing Body	July 2018
Frequency of policy review	Tri-ennial
Date next review due	June 2021

Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	3/12/2008	Combining History & Geography policies
1.1	22/10/2014	Updated with new curriculum
1.2	5/6/2018	Updated to include Ridgeway Farm CE Academy

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RATIONALE

At our schools we use the 'Essentials' Curriculum (Chris Quigley) as a base for our foundation subjects.

Three elements make up the Essentials Curriculum:

1. Opportunities
2. Learning Objectives
3. Essentials for progress

The following policy, split into geography and history lays out what teachers will follow in order to plan, teach and assess in these areas.

GEOGRAPHY

Essential Characteristics

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Essential Learning Objectives

- To investigate places
- To investigate patterns
- To communicate geographically

Essential Opportunities

Key Stage 1

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

Key Stage 2

- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
- Locate the geographic zones of the world.
- Understand the significance of the geographic zones of the world.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.
- Describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
 - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.
- Use a wide range of geographical sources in order to investigate places and patterns.
- Use fieldwork to observe measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Milestones

	Milestone 1	Milestone 2	Milestone 3
To investigate places	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how</p>

	<p>United Kingdom and its surrounding seas.</p> <p>Name and locate the world's continents and oceans.</p>	<p>Europe and identify their main physical and human characteristics.</p>	<p>some of these aspects have changed over time.</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p>
<p>To investigate patterns</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Identify land use around the school.</p>	<p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Describe how the locality of the school has changed over time.</p>	<p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>
<p>To communicate geographically</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ▪ key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation 	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> ▪ physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. ▪ human geography, including: settlements and land use. 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. ▪ human geography, including:

	<p>and weather.</p> <ul style="list-style-type: none"> ▪ key human features, including: city, town, village, factory, farm, house, office and shop. <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	<p>settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>
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Geography Topics for each year

	Examples of topics in our schools
Year R	Who am I and where do I live? (Where does my family come from?)
Year 1	Whatever the Weather!
Year 2	Where in the world? Hot & cold parts of the world - weather changes Underneath the canopy - rainforests & a contrasting location
Year 3	Volcanoes and earthquakes. Settlements.
Year 4	Rivers and Economic Activity.
Year 5	Mountains and the Water Cycle.
Year 6	Climate zones, biomes, vegetation belts and distribution of natural resources.

Equal Opportunities

We aim to provide equal access to Geography for all children. Activities are differentiated to ensure that all children are able to access the topic at their own level, thereby ensuring every child reaches their potential. SEND and More Able are all catered for by the class teacher and plans show this. All children's efforts and achievements are praised. We encourage full and active participation by all children irrespective of ability, gender or race. Participation in school trips and visits will be available to all children, regardless of parental income.

Resources, Trips and Visitors

Geography resources, including maps of different scales, are housed in the Geography resource cupboard at Lydiard Millicent CE Primary and in The Clump at Ridgeway Farm CE Academy. Additional topic books to support the programs of study may be found in the non-fiction library. Each classroom has a world map and/or a globe on display. Our schools actively encourage the use of school visits to places such as Lydiard Park and Braeside, and the use of the school grounds and local area so that children can experience and take part in essential field work studies. The use of ICT to deliver and support the teaching and learning of Geography is also encouraged through the use of programs such as Infomapper and Google Earth and programmable devices for routes and development of mapping skills such as beebots.

HISTORY

Essential Characteristics

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Essential Learning Objectives

- To investigate and interpret the past
- To build an overview of world history
- To understand chronology

Essential Opportunities

Key Stage 1

- The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.
- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.
- Significant historical events, people and places in their own locality.

Key Stage 2

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its Impact on Britain.
- Britain's settlement by Anglo Saxons and Scots.
- The Viking and Anglo Saxon struggle for the Kingdom of England.
- A local history study.
- A study of a theme in British history.

- Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty. Ancient Greece.
- A non- European society that contrasts with British history chosen from:
 - Early Islamic Civilization
 - Mayan Civilization
 - Benin.

Milestones

	Milestone 1	Milestone 2	Milestone 3
To investigate and interpret the past	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>
To build an overview of world history	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the</p>	<p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p>	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p>

	<p>past acted as they did.</p>	<p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
<p>To understand chronology</p>	<p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Recount changes that have occurred in their own lives.</p> <p>Use dates where appropriate.</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events.</p>
<p>To communicate historically</p>	<p>Use words and phrases such as: a long time ago, recently, when my parents /carers were children, years, decades and centuries to describe</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> ▪ dates ▪ time period 	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> ▪ dates ▪ time period ▪ era

	<p>the passing of time.</p> <p>Show an understanding of the concept of nation and a nation's history.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<ul style="list-style-type: none"> ▪ era ▪ change ▪ chronology. <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<ul style="list-style-type: none"> ▪ chronology ▪ continuity ▪ change ▪ century ▪ decade ▪ legacy. <p>Use literacy, numeracy and computing skills to an- exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>
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History Topics for each year

Year R	A bucketful of dinosaurs - using archaeology to discover the past.
Year 1	The Great Fire of London or other significant British events.
Year 2	Local History - Full Steam Ahead! Significant individuals e.g. Florence Nightingale.
Year 3	Anglo Saxons and the Romans.
Year 4	Stone Age and the Indus Valley.
Year 5	Ancient Greece and the Vikings.
Year 6	Mayan Civilization and Beyond 1066.

Equal Opportunities

We aim to provide equal access to History for all children. Activities are differentiated to ensure that all children are able to access the topic at their own level, thereby ensuring every child reaches their potential. SEND and More Able are all catered for by the class teacher and plans show clear differentiation. All children's efforts and achievements are praised. We encourage full and active participation by all children irrespective of ability, gender or race. Participation in school trips and visits will be available to all children, regardless of parental income.

Resources, Trips and Visitors

History resources and artefacts are housed in topic boxes. Additional topic books to support the children's knowledge and understanding may be found in the non-fiction library. Our schools actively encourage the use of school visits, to places such as Lydiard House, Steam Museum, Corinium Museum, Sevington Victorian School, Sudeley Castle and have visitors such as the History People and theatre groups, so the children can experience History being brought to life.

ASSESSMENT

Assessment is carried out at the end of each topic. The children are assessed by using the objectives within the 'Milestones 1, 2 or 3'.