

Swan Lane First School



Curriculum

Curriculum Intent Statement for Humanities

To ignite children's curiosity about the past and develop children's experience and understanding of Geography and History through a topic-based approach and hands on experience wherever possible.

The school follows the national curriculum for history and therefore the follows the aims laid down in that document. These are as follows:-

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

A recent review of the curriculum has seen some changes being made to ensure a wider coverage of the curriculum. There is now more of a focus learning is enquiry led, meaning ease of planning for teachers and increased understanding and relevance for children.

Between History and Geography there are many links. Also, literacy and history link closely together, with many classes undertaking Big Writing based around a historical topic. Also, elements of maths and art are visible, as well as a significant PSHE link.

Work is differentiated by ability or support, often lessons are more practical so differentiation comes in the form of certain children leading discussion.

At Key Stage 1 Humanities is taught for once a week for a minimum of an hour. At Key Stage 2 History and Geography are each taught for an hour a week. Lessons are well resourced, teachers have spent time ensuring this.

Homework often comes in the form of a research project for the children. In year 4/5 often historical questions are asked for the children to research and find out. For example "Why did the Anglo Saxons invade?"

Book trawls are completed twice throughout the year, a learning walk has also been recently carried out. Furthermore, teachers upload data to classroom monitor which is monitored by the curriculum lead.

There are many events that are organised to enrich the learning in the classroom. These include: Professor McGinty Workshop, WWII evacuation experience, Hive Library WWI research trip, Warwick Castle trip, Stratford trip about the Tudors.