

## Subject and Year Team Curriculum Statements

|   |
|---|
| <b>Subject/Year Team: Humanities (History and Geography)</b>  |
| <b>Intent</b>   |
| <b>What are our curriculum objectives? What do we want pupils to be able to know and do by the time they leave this school/this year group?</b><br>History and geography should engage, inspire and challenge pupils, equipping them with the knowledge and skills to investigate a range of different historical sources and ask questions about these; explore their local environment and research places further afield and use these skills in other areas of the curriculum. Pupils should be able to think critically and develop a deeper understanding of Humanities as they progress through the school.  |
| <b>How does the curriculum plan set out the sequence and structure of how we will implement it? This is to be presented as a curriculum map.</b><br>Each year builds on the previous learning, covering the national objectives over KS2 using the Cornerstones Scheme.   |
| <b>How does the curriculum reflect British Values, PSHE and SMSC?</b><br>Pupils should build up an understanding of how the history of the world, and Europe in particular, has an impact on our lives today. They should learn how nations have worked together to form alliances and how they continue to do so.<br>Pupils should build up an understanding of how and why we have borders within countries and the positive and negative impacts on these divides and how borders have changed and the impact of these changes on individual lives.  |
| <b>How does the curriculum cater for the different groups in our school – SEN, EAL, Gender, High Attainers, Disadvantaged etc? How do we make sure these groups of pupils have access to the curriculum?</b><br>History and geography planning across the school shows adaptation for different ability groups. History and geography is accessible to all through discrete lessons. Enrichment mornings cater additionally for specific selected sub-groups targeted in different ways each year, such as disadvantaged, Pupil Premium and high attainers, etc.<br>Displays of finished work are considered to be very important as a stimulus for learning and an appreciation of effort and ability. We recognise that there are children of widely different creative abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. |
| <b>To what extent have we made the objectives clear and how will everyone know them?</b><br>Curriculum map is available for all to see. Lessons are planned on objectives already identified. Curriculum teams have ensured that lessons meet objectives. Subject coordinator's folder is electronically available to all.  |
| <b>Implementation – how do we deliver our curriculum</b>  |
| <b>How does the current curriculum match our intention (the points identified above)?</b><br>Opportunities are given through discrete lessons, linking both history and geography to scientific, linguistic, mathematical, physical, musical and geographical content. The curriculum has a progression of skills outlined.   |
| <b>How do the subjects/topics we are teaching link together? What cross curricular links are there (in particular the development of reading, writing and maths)?</b><br>Opportunities are given through discrete lessons, linking humanities subjects to art, scientific, linguistic, mathematical, physical and musical content. There are research opportunities in the art curriculum for all years, encouraging reading and recording. Children are encouraged to make observations on historical events, take part in whole days such as Roman Day and Vikings day, as well as go out and use geographical skills such as observing and map reading.  |
| <b>How are we encouraging progression as pupils move through the school?</b><br>Pupils should continue to apply and develop a broader range of skills, learning how to use these in different ways and link them. They should develop knowledge of how to improve and learn how to evaluate to recognise their own success. The curriculum has a progression of skills, tools and techniques outlined.  |

**How do we adapt our curriculum for the different ability groups? How are the pupils grouped?**

We achieve this in a variety of ways by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty (not all children complete all tasks).
- Grouping children by ability in the room and adapting tasks to each ability group.
- Providing resources of different complexity depending on the ability of the child.

**Are subjects staffed appropriately? Are staff trained? Do the subjects have adequate time and other resources?**

History and geography are taught by qualified teachers. The subjects are taught discretely each term. Each year team resources the lessons from their year group budget. Some specialist artefacts are available for history lessons and projects and a variety of books are housed in topic boxes ready for each year group.

**Impact – what difference is our curriculum making to pupils?****How well are children learning the content outlined in the curriculum? How do we know – (what data do we use)?**

Objectives are created based on National Curriculum and so the coverage is complete. Teachers assess children's work in history and geography by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of each term, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and Insight is used to assess progress.

**How well are pupils prepared for the next stage of education? Where do they go to? How do we know?**

Children have a good grounding of knowledge and skills to help them in the next stage of development. Year teams work collaboratively to support each other in the teaching of history and geography and evaluate the strengths and weaknesses, indicating areas for further developments.

**How do we know our curriculum is having an affect across all pupils, including the different identified groups?**

Skills are demonstrated and chosen independently and children can verbalise their preferences across the range of skills and techniques taught.

**How well are the key subject knowledge and skills consolidated before moving onto the next topic? How do we know?**

Teachers assess understanding and make professional decisions as to whether an objective has been embedded or needs further consolidation. Tasks are completed by children to meet year group expected or greater depth standards.

**How well developed are pupils' learning habits and learning skills? How do we know?**

Skills are demonstrated and chosen independently and children can verbalise their preferences across the range of skills and techniques taught.

**How do we use the evidence of pupils' learning to feed into our planning and adaptation of the curriculum?**

Individual teachers are responsible for the standard of children's skills and techniques and for the quality of their teaching in history and geography. Lessons are evaluated and adapted for future use, year teams evaluate the strengths and weaknesses of lessons and indicate areas for further improvement.