



## HARTSBOURNE PRIMARY SCHOOL HUMANITIES POLICY

<b>DATE OF POLICY:</b> March 2026	<b>DATE OF NEXT REVIEW:</b> March 2027
<b>MONITORED BY:</b> SENIOR LEADERSHIP TEAM	<b>RATIFIED BY:</b> TEACHING & LEARNING COMMITTEE

### 1. Rationale

We believe that learning about the history and geography of our world...

- Helps children develop a deeper understanding of the world, both past and present.
- Teaches children to learn new things via experience, investigation and using a range of sources.
- Fosters an appreciation of the diversity of people's lives and encourages a sense of responsibility for the world and its resources.
- Helps children understand the relationship between people and their environment, including the causes and impact of changes, both physical and societal.
- Inspires curiosity, promotes respect for others and supports children in becoming thoughtful, responsible and informed members of society.
- Teaches children about the complexity of human experiences, the diversity of societies and their own place within the world.

### 2. Aims and Intent

We will teach children to:

- **Understand the world, past and present** – Children will learn about different places, environments, and historical periods to build a broad understanding of the world around them.
- **Develop a sense of time and place** – Children will learn how the past has shaped the present and how different places are connected locally and globally.
- **Ask questions and investigate** – Children will be encouraged to be curious, ask questions, and explore answers using maps, artefacts, photographs, and other sources.
- **Compare people, places, and periods** – Children will learn about different cultures, societies, and time periods, helping them understand similarities, differences, and changes over time.
- **Build key skills** – Children will develop practical skills such as using maps, timelines, and evidence, as well as thinking critically and explaining their ideas.
- **Develop respect and responsibility** – Through learning about people, places, and the environment, children will grow in respect for others and understand their role in caring for the world.

## 3. Implementation

### 3a. Curriculum Structure

In Early Years children are encouraged to explore the natural world around them, making observations and discussing similarities and differences, talk about where they live and go to school, and compare this to contrasting environments. Children are taught to talk about their own lives and those of people close to them; know some similarities and differences between things in the past and now; understand the vocabulary of 'past', 'now' and 'future'.

Children in Key Stages 1 and 2 will have one dedicated computing lesson per week, following the Project Evolve scheme of work for e-safety and the National Centre for Computing (NCCE) for all other units. During those lessons, each class will have access to a suite of tablet or laptop computers, depending on which unit of work they are completing.

All classes may utilise digital devices for other lessons as well, where relevant.

### 3b. Subject Planning

#### Early Years Foundation Stage

Children will learn to:

- **Talk about their own lives and family history** - Children will articulate important events, people and traditions from their lived experiences.
- **Recognise how things change over time** - Children will learn to notice differences between the past and present (e.g. toys, homes, transport).
- **Explore the natural world** - Children will learn about seasons, weather, plants and animals in their local environment, observing these first-hand as often as possible.
- **Develop a sense of place** - Children will learn about their school, local area and the wider world.
- **Compare different environments and communities** - Children will make broad comparisons between their location and those in other countries, and begin to understand similarities and differences.
- **Use simple maps, stories and observations** - Children will learn to make sense of the world around them and begin to describe where things are.

#### Key Stage 1

Children will learn to:

- **Learn about their local area and beyond** – Children will explore their school, local environment, and a small number of contrasting places around the world.
- **Use simple maps and basic geographical tools** – Children will begin to use maps, globes, and simple fieldwork to identify features and routes.
- **Understand basic geographical vocabulary** – Children will learn words to describe weather, seasons, and physical and human features such as rivers, houses, and roads.
- **Develop an awareness of the past** – Children will learn about events and people within living memory and some beyond, beginning to recognise differences over time.
- **Use simple timelines and sequencing** – Children will start to place events, objects, and stories in chronological order.
- **Explore historical sources in simple ways** – Children will look at photographs, artefacts, and stories to find out about the past.

#### Key Stage 2

Children will learn to:

- **Study a wider range of places and regions** – Children will learn about regions in the UK, Europe, and the wider world, including human and physical characteristics.
- **Understand key geographical processes** – Children will learn about natural processes such as rivers, mountains, earthquakes, and climate, and how these shape the Earth.
- **Carry out more detailed fieldwork** – Children will collect, analyse, and present geographical data through surveys, maps, and digital tools.
- **Develop chronological understanding of history** – Children will build a secure timeline of British and world history, understanding how periods overlap and connect.
- **Study significant historical periods and civilisations** – Children will learn about key events, achievements, and societies that have shaped the world.
- **Interpret and evaluate historical evidence** – Children will use a range of sources to build arguments, understand different viewpoints, and draw conclusions about the past.

Cross-curricular links will also be explored whenever it is appropriate to do so and will include opportunities to use skills from other areas of the curriculum, including maths (graphs, co-ordinates, data analysis), English (writing skills, discussion and debate, spoken presentations), PSHE (societal changes, such as the Suffragette and Pride movements), computing (accessing digital maps, research skills) and PE (direction, co-ordinates, mapping skills).

### 3c. Teaching and Learning Approaches

- Effective humanities lessons will incorporate a combination of knowledge (e.g. learning about the Stone Age in a history lesson) and skills (e.g. learning to read and create maps in a geography lesson).
- Teachers may use lesson starters to share learning objectives and use retrieval practice to recap prior knowledge or skills.
- Teachers will share key concepts and vocabulary to support children’s understanding of new learning, and model expectations for children’s work, often utilising the interactive whiteboard or visualiser to do so.
- In the majority of lessons, children will have an opportunity to apply their knowledge and skills by completing activities in their humanities books, either working alone or in pairs/small groups. There may also be opportunities for children to complete activities such as researching historical figures or preparing and presenting information about a particular topic.
- Teachers may utilise plenaries at the end of lessons to share children’s work for critiquing, to explain to the children what the next step in their learning sequence will be, or to use assessment questions to embed key learning points.

### 3d. Inclusion and Adaptation

- Teachers will adapt lesson content to ensure that all children are able to access the learning and receive appropriate levels of stretch and challenge. Where this is not possible, children may complete an alternative lesson, with or without adult intervention.
- Teachers may also adapt the learning environment or lesson content in deference for learners with special educational needs or disabilities (SEND). Such adaptations may include, but are not limited to, the following provisions:
  - **Breaking learning into clear, manageable steps** - presenting content in small chunks, using simple explanations and regular checks for understanding, and providing scaffolds such as writing frames, timelines, or partially completed maps to reduce cognitive load.

- **Use visuals, artefacts, and concrete examples** - supporting understanding with images, videos, maps, diagrams, and real objects, as well as pre-teaching key vocabulary and using consistent language so pupils can access new concepts more easily.
- **Supporting language and vocabulary development** - explicitly teaching subject-specific words (e.g. “empire”, “climate”), using word banks, visuals, and repetition, and encouraging talk through structured discussion, sentence starters, and partner work.
- **Providing structure and predictability** - using clear routines, visual timetables, and well-defined tasks, as well as offering choices where possible and building in opportunities for success to support confidence and engagement.
- **Adapting recording methods and reducing physical barriers** - allowing alternatives to extended writing, such as oral responses, diagrams, or use of technology, and ensuring resources are accessible (e.g. larger print maps, reduced visual clutter, supportive seating or equipment).

#### 4. Assessment

- Teachers will regularly assess progress by offering and monitoring opportunities for children to retrieve key learning points, posing questions during teaching input to check children’s understanding and reviewing pupil work completed in humanities books.
- At the end of a unit of work, teachers may also utilise assessment opportunities such as low-stakes quizzes, extended written pieces or ‘double-page spreads’, where children will be encouraged to write as much as they know about a specific topic, responding to prompt questions.
- Teachers will report on children’s attainment in humanities during termly ‘data drops’, with an overall judgement then included in children’s end-of-year reports.

#### 5. Impact and Monitoring

- Curriculum leaders, in collaboration with senior leaders, will monitor the standards of teaching and learning in humanities through several monitoring activities throughout the year.
- These activities may include learning walks to observe teaching in humanities lessons, reviewing recorded work on a termly basis, and meeting with children to gain ‘pupil voice’.
- The outcomes of these monitoring activities will form the basis of subsequent curriculum action plans, which will be reviewed and updated annually.

#### 6. Roles and Responsibilities

##### Class teachers will:

- Adapt units of work provided by our in-house curriculum appropriately to tailor them to the needs of their cohort.
- Plan, teach and assess sequences of lessons within half-termly units of work, providing all children with the opportunity to learn and practise the key knowledge and skills required.
- Use a combination of formative and summative assessment techniques to track pupil attainment and progress in humanities.
- Work collaboratively with curriculum leaders to make suggestions about our in-house curriculum, in order to support its development.
- Direct support staff, as appropriate, to support or enhance the learning of individuals or small groups.

##### Curriculum leaders will:

- Monitor standards of teaching and learning through monitoring activities such as learning walks,

reviews of recorded work and pupil voice interviews.

- Provide support and guidance to staff in effective teaching of humanities by creating resources or guidance documents, or leading staff training.
- Create annual curriculum action plans to identify areas for development within the subject, based on outcomes from the monitoring activities listed above.
- Manage and utilise a provided curriculum budget in order to ensure that resources required for the successful teaching of humanities are available and in good working order.
- Collaborate with curriculum leaders across the Bushey St James Trust, external professionals such as school governors or inspectors, and (where possible) link contacts in local schools to ensure that our curriculum offer in humanities is both enriching and effective.

#### **Senior leaders will:**

- Collaborate with and support curriculum leaders to monitor and evaluate standards of teaching and learning in humanities effectively.
- Reviewing curriculum action plans and monitoring progress towards achieving the targets stated within them as part of teacher performance appraisal meetings.
- Provide curriculum leaders with the support, time and resources they require to lead, manage and develop humanities effectively.

### **7. Enrichment and Wider Opportunities**

- Where relevant, accessible and affordable, class teachers will look to organise offsite visits or invite visitors into school to deliver specific workshops and/or clubs to enrich learning about humanities.
- On an annual basis, curriculum leaders will collaborate with their partners across the BSJT to organise cross-phase projects to enrich learning about humanities.

### **8. Equal Opportunities, Inclusion, Health and Safety**

- We are committed to providing a broad, balanced and ambitious curriculum that is accessible to all pupils, regardless of background, ability or need. In line with the Equality Act 2010, we actively promote equality of opportunity and do not tolerate discrimination of any kind. Our curriculum is designed to be inclusive, enabling all pupils—including those with SEND, those who are disadvantaged, and those with English as an additional language—to participate fully and achieve well. Teachers adapt learning through appropriate scaffolding, challenge and support so that all pupils can access the same high-quality curriculum, while also meeting individual needs. We aim to reflect and celebrate diversity within our curriculum content, preparing pupils for life in modern Britain and fostering respect, tolerance and understanding. Through careful planning, monitoring and ongoing professional development, we ensure that inclusion remains at the heart of our curriculum design and delivery.
- Before any field study, off-site visit, practical activity using equipment is undertaken, an appropriate risk assessment will be carried out and submitted in accordance with the school's and Education Authority's guidelines.

## 9. Safeguarding and Wellbeing Links

- Humanities lessons will provide children with opportunities to think critically about whether sources of evidence can be trusted or not, and these skills may be linked to wider learning about online safety and fake news. Through learning about topics such as the Suffragette and Pride movements, children will also learn to respect protected characteristics and challenge stereotypical attitudes.
- Through opportunities for outdoor learning, children will be able to experience firsthand the positive impact of spending time in nature can have on their health and wellbeing. They will also have the chance to discuss concepts such as environmental and community responsibility, and explore the effects that caring for our local area can have on their mindset.