

Humanities

Intent

At Hyde Park Infant School through the teaching of humanities (History and Geography) we aim to inspire pupils with a curiosity of the world both past and present. The teaching of Geography should equip pupils with knowledge about diverse places, people, resources and natural and human environments. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between the physical and human features and environments. We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills. With regards to History, through a variety of topics such as The Great Fire of London, we aim to develop children's knowledge and understanding of Britain's past. All children would have the opportunity to explore different types of historical evidence, ask effective questions and think critically, to consequently develop their enquiry skills. Our humanities curriculum enables our pupils to explore their local and wider world to develop their understanding of how the world has evolved throughout time and how it compares to the life they experience today.

Implementation

At Hyde Park Infant School the Humanities are taught through various topics across EYFS, Year 1 and Year 2 (The Great Fire of London, Our World, Castles, Pirates, Dinosaurs for example). Consequently, the work that the children produce ranges across many areas of the curriculum and could be writing a diary entry in Literacy, using directional and positional language with Beebots in Computing or creating a piece of artwork to show the physical or human features of our locality.

- In EYFS the children work practically to observe sources such as photographs to share aspects of their familiar world and discuss any similarities and differences in relation to places, objects, materials and living things. Subsequently the children talk about the features of their own immediate environment and how environments might vary from one another. Through

school trips in our locality and outdoor learning in The Cabin of Creativity, children in Early Years can share what they have observed such as plants, animals, natural and found objects, whilst showing care and concern for living things and the environment.

- In Year 1, these enquiry skills are developed further by exploring Sir Francis Drake as part of their Castle topic as well as the Battle of Hastings to explore how life has changed over time. Subsequent to this the children recognise the importance of historical places in our locality, as Drake left Plymouth to embark on his voyage across the world. Thus, the children use world maps, atlases and globes to learn about the world's continents and oceans, as well as the 4 countries and capital cities of the United Kingdom. Through studying places across the world the children are able to use geographical vocabulary to compare and contrast these locations by identifying their physical and human features. When studying our locality, the children begin to draw a map using a key of symbols, showing an awareness of directional and locational language. These skills will be developed through a range of activities involving some written work, drawings, labelling, practical exploration of photographic or written evidence, and physical visits, across the breadth of the curriculum.
- In Year 2 the children develop a greater sense of chronology through studying The Great Fire of London and the Plague. Through this topic the children can analyse photographic evidence, video, artefacts, resources, diary entries to compare and contrast past and modern day buildings, way of life and job roles including firefighters. The study of Samuel Pepys enables children to explore how life has changed over time and support children in creating a timeline of events during this period in London. First hand visits to local landmarks and places in Plymouth allow children explore the changes of their locality and the history that it provides. Following such experiences the children are able to use geographical vocabulary to explore its physical and human features and plot such landmarks on a map using a key. Such skills are then developed further through the study of oceans, enabling children to label the world's 5 oceans and 7 continents, showing awareness of their physical and human geography to compare and contrast different areas of the world.

Beyond Year 2 pupils should continue to develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children should also be able to highlight any similarities, differences and trends over time, and develop the appropriate use of historical terms. In Geography pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should also develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Impact

Our carefully planned Humanities curriculum, specifically regarding History, will enable our pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world, as well as inspire their curiosity to know more about the past and how life has changed over time. The teaching of History will equip pupils to ask perceptive questions, think critically and develop their perspective and judgement. The Geography element of our Humanities curriculum will equip pupils with knowledge about diverse places, people, resources and natural and human environments. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and extend their geographical skills involving fieldwork, interpreting a range of sources of graphical information (maps, diagrams, globes, aerial photographs) and communicating geographical findings.