



#### Safeguarding

Threemilestone School is committed to safeguarding and promoting the welfare of all children. We expect all our team members to share this commitment.

### **Threemilestone School** **Humanities Policy 2016**

#### **Geography**

At Threemilestone Primary School we believe that through the study of Geography children learn about places, the human and physical processes which shape them, and the people who live in them. Skills developed through Geography help pupils make sense of their surroundings and the wider world. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment. At Threemilestone school pupils learn to use skills specific to geographical enquiry, including fieldwork and map skills.

#### **History**

History develops pupils' curiosity about the past in Britain and the wider world. Pupils can find out what past societies were like and how they were organised. They begin to develop a chronological framework for significant events and knowledge of people. Through finding out about the range of human experience, pupils start to understand more about themselves.

*"How do you know who you are unless you know where you've come from? How can you tell what's going to happen, unless you know what happened before? History isn't just about the past. It's about why we are who we are - and about what's next." **Tony Robinson***

Pupils have the opportunity to find evidence, weigh it up and share their own conclusions in a variety of ways.

#### **Aims**

Geography teaching offers opportunities to:

- stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface;
- foster children's sense of awe and wonder at the beauty of the world around them and give them an appreciation of the cultural and economic diversity;
- help children to develop an informed concern about the quality of the environment and the future of the human habitat;
- enhance children's sense of responsibility for the care of the Earth and its people;

- develop a sense of identity through learning about the U.K. and its relationships with other countries as well as local studies; and
- learn to use skills specific to geographical enquiry, including fieldwork and map skills.

History teaching offers opportunities to:

- help children understand the present in the context of the past;
- introduce pupils to historical inquiry through studying historical evidence and asking questions and problem solving;
- help pupils develop a sense of chronology;
- help pupils interpret history using a variety of sources;
- develop the ability to communicate historical knowledge in oral, written and visual forms using an appropriate vocabulary and techniques; and
- support and enrich other areas of the curriculum.

### **Content**

Historical knowledge and understanding, develops when children have the chance to work with a wide and rich range of historical resources. Children need time to visit historical sites and museums, to research in detail and to represent and recreate the past in a variety of ways including drama, role-play, writing and artwork. Children are then given the opportunity to present their work in a class assembly.

A topic-based approach helps to support cross curricular writing, ensure depth of work and to allow for a balance of different types of history work as children move up the school. Our school teaches History and Geography through topics which last either a whole or half a term. The History topics cover a range of eras for example, Great Fire of London, Florence Nightingale, Victorians, Ancient Egyptians and World War II. Geography topics include Katie Morag, the UK, Cornwall and Mining (a local study), Going Green and Rainforests.

Teachers ensure that geographical enquiry and skills are used when developing knowledge and understanding of places, patterns and processes, environmental change and sustainable development.

Where possible, children will visit sites and places in order to develop fieldwork techniques, to compare and contrast localities and to further develop understanding of their place in the wider world. The local area is used to introduce many Geography units. Children study the locality thinking about houses, environmental issues and what the area they live in is like. We believe children need to know about where they live before they can compare it with somewhere else. Many children attend residential centres such as Porthpean, Roseland and Nine Ashes during their time at Threemilestone School. We also take advantage of local sites such as the Eden Project, Geevor Tin Mine and local beaches.

Over the academic year, Geography planning and teaching should cover elements of human, environmental and physical geography. In History each year's work is expected to develop a good knowledge of chronology of British, local and world history. ICT is used for research and presentations. The children are introduced to Google Earth and related sites.

In the reception classes History and Geography work is covered by the objectives set out in the Early Years Foundation stage curriculum.

### **Equal Opportunities**

In line with the school's Equality Policy and Plan, we endeavour to provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures. We also ensure that we teach and model tolerance of and empathy for others. We ensure children understand that they have a voice and contribute to our school, local, national and global communities. We are looking to further develop links with other schools in the UK and internationally as well as local community organisations.

### **Monitoring and Assessment**

Work scrutinies and discussions with pupils are undertaken during the year. Evidence of on-going work is also gathered through class assemblies, school trips and displays.

Children's work in History and Geography is assessed by making informal judgements. This is done through on-going observation and on completion of a piece of work the teacher marks and sometimes comments on the children's work. Progress in humanities is reported annually to parents.

### **Resources**

Resources are kept and stored by the co-ordinators. Many of the topics currently taught in KS1/2 are supported with online resources and topic boxes. The library contains a good supply of books and the Education Library supply topic packs on request.

**Ratified at Full Governors Meeting: 15 March 2016**

**Date of next review: March 2019**