



St Mary's Church of England (A) Primary School.

Living, loving, learning in God's care.

Our School Vision and Mission

Vision Statement

Our St Mary's church school family lives by the life and teachings of Jesus. We provide a safe and loving environment, whilst aspiring for all children to achieve their full potential within God's care.

Mission Statement

O Lord, teach me how you want me to live! Psalm 86:11

This scripture verse reminds us that our Christian values underpin how we live and how we learn, through a unique and deep curriculum, grounded in God's love.

The school will put safety and wellbeing at the centre of everything we do. Through our vision, values and motto our mission is to:

- Develop the children academically, creatively and spiritually through a high quality, stimulating and memorable curriculum, that celebrates difference and values everyone
- Encourage each child's knowledge and skills, through experiences to reach their full potential and to instil a life-long love of learning
- Share our school with the church and community to further develop religious literacy
- Foster a deeper understanding of other faiths and cultures and encourage attitudes of tolerance, democracy and advocacy

Statement of intent for Humanities

Intent

St Mary's Primary School aims to develop the whole child. Our priority is to create conditions to stimulate their natural curiosity and apply their creative thinking. Our curriculum has been designed to empower all our pupils to have curious minds and become active, confident, independent learners. We embrace and celebrate every child's uniqueness by continually providing opportunities to develop their resilience, knowledge and skills, thus providing them with the vital skills for the future.

At St Mary's Primary School we aim for all pupils to receive a broad experience of the Humanities subjects. Our history lessons aim to encourage children to develop their enquiring minds and our geography curriculum encourages children to appreciate the world around them. Geography and History will feature significantly in many of the termly projects taught in our school.

The national curriculum for **history** aims to ensure that all pupils:

- 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
- 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.

The national curriculum for **geography** aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation

Planning and Curriculum Coverage

Each Key Stage works from a bespoke, two-year rolling programme (appendix 1) which ensures that topics are not repeated by any year throughout the school. The long-term planning informs which topics will be covered each term by each Key Phase. This provides teachers with an outline/ framework for planning weekly topic lessons. The variety of topics taught in KS1 and KS2 provide our pupils with an opportunity to develop the knowledge and skills outlined in the National Curriculum's programme of study above.

Teaching and Learning

In order to best meet the needs of our pupils, we use a variety of teaching and learning styles in our humanities lessons. We will provide some whole class teaching alongside opportunities for small group based discussion tasks and independent research. We encourage children to ask, as well as answer, questions about their topics.

In both history and geography, we will provide children with an opportunity to use a range of sources and data, including maps, statistics, graphs, pictures, photographs, information books and the internet. Children will participate in discussions and problem-solving activities and will prepare reports to present back to the class.

We provide suitable learning challenges by matching the challenge of the task to the ability of the child. We differentiate by starting point, prior learning, ability and resources and by providing support where necessary.

Impact

Assessment

Our intent and implementation strive to ensure that children know and remember more about geography and history through their learning. We measure this using a variety of assessment techniques. One of the important aspects of assessment is that it supports future planning and teaching of humanities (appendix 1). At St Mary's summative assessment is integrated in all parts of the teaching and learning process. It is done on a day-to-day basis and provides teachers and pupils with knowledge of what has been learnt and how to overcome gaps in learning. Teacher based summative assessment informs the basis for marking pupils work and giving feedback. A more formal assessment of pupils also takes place at the end of each term through knowledge grids which are completed before the topic, and then subsequently after to show the knowledge gained. National curriculum level descriptors are used to assess the attainment of pupils in geography and history. Children who are exceeding expectations are regularly given challenge questions to further understanding.