Introduction

Humanities is a valued part of our curriculum here at St. Joseph’s.

We aim to inspire curiosity and fascination amongst our children about the world, its people and its history which will remain with them for the rest of their lives.

Humanities at St. Joseph’s equips pupils with knowledge about diverse places, people, resources, and natural and human environments. Pupils will also develop an understanding of both physical and human processes.

As pupils progress through their educational journey, their knowledge, understanding of concepts and skills of the humanitarian subjects grow.

Purpose

The purpose of this policy is to state how the school intends to make the provision above and describe how Humanities is taught across St. Joseph’s.

Aims & Intentions

The aim of our Geography and History lessons at St. Joseph’s includes developing:

* Geographical and Historical skills and knowledge.
* Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
* Fieldwork skills across each year group.
* A deep interest and knowledge of pupils’ locality and how it differs from other areas of the world.
* A growing understanding of geographical and historical concepts, terms, and vocabulary.

Implementation

Geography and History at St. Joseph’s follows the ‘Kapow’ scheme. ‘Kapow’ outlines a clear progression of skills and knowledge which are revisited and built upon through the year groups. This ensures pupils revise and build on previous learning. Essential knowledge and skills increase in complexity as pupils progress through the school. Learning is reviewed at the end of each unit of work to consolidate children’s understanding of key knowledge and skills.

Each unit contains elements of Geographical and Historical skills and fieldwork to ensure skills are practised as often as possible.

Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

 Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Each lesson provides guidance for teachers on how to adapt their teaching to ensure that all pupils can access learning, and opportunities to stretch pupils’ learning are also available if required.

Impact Measures

The impact of ‘Kapow’ is constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess children’s understanding. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit.

After implementing Kapow Primary Geography and History, pupils should leave school equipped with a range of skills and knowledge to enable them to study the Humanities with confidence at Key stage 3.

At St. Joseph’s, we hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

Curriculum

A module of Geography and History is studied per term. This mean that over the course of an academic year, pupils will be taught three Geography and three History modules.

The modules pupils will be taught in Geography and History are:



