HUMANITIES POLICY (HISTORY, GEOGRAPHY,RE)

Thames View Junior School

Subject leader: Mrs. N. Aftab

History and Geography

Introduction

At Thames View Junior we provide an enquiry based approach to the teaching and learning of Humanities. *'We believe that our children deserve a diverse, engaging and knowledge rich curriculum that promotes enquiry skills, deepens understanding of key concepts and enriches cultural capital." (Nazhath Khan, 2025).*

Purpose

The purpose of this policy is to describe our research driven approach to the teaching and learning of History and Geography.

School Aims

The general aims of this policy are to:

- Provide a curriculum that is broad, balanced, relevant and purposeful
- Build on children's prior experiences, skills, knowledge and understanding
- Strive for our children to experience and demonstrate continuous and rapid progress and achievement
- Provide a curriculum that is dynamic and flexible to the changing needs of individual children
- Provide children with a variety of challenge
- Allow children to explore key concepts through enhancing their enquiry skills
- To stimulate children's enthusiasm by presenting learning in coherent and relevant topics
- Provide stimulating environments with a range of good quality resources, including IT
- Provide opportunities for pupils to celebrate success and achievement

Wider Schools Aims and Ethos

This policy supports our school aims of:

- Ensuring that all pupils have a voice in their learning and feel valued within the school community
- Ensuring that pupils continue to develop a sense of mutual respect and tolerance
- Encouraging pupils to take responsibility of their own learning to continue to be ambitious students
- Ensuring each child leaves our school prepared for the next stage in their academic journey, ready to positively embrace life in modern Britain

Consultation

This policy was written by the Humanities Lead in conjunction with the Head of School and the Executive Principal.

Sources and References

This policy was written by referencing the National Curriculum, the Cornerstones Curriculum and the School Development Plan for Thames View Junior School.

Principles/Values

This policy is based on our commitment to *Strive for Excellence* and provide each child with a diverse, engaging and knowledge-rich curriculum.

Procedure and Practice

Class Teachers:

To ensure the delivery of a broad and balanced curriculum, class teachers are responsible for:

- Ensuring each unit of learning have; KKQ Assessments, key concepts and enquiry questions organised prior to the start of the unit
- Planning is informed by pupil outcomes on the Key Knowledge Questions (KKQ) at the beginning of each block of lessons; it considers the necessary knowledge that the children must obtain within the unit.
- Each week the class teacher will deliver three or four lessons that are sharply focused by an enquiry question derived from the subject's key concept
- Each lesson can relate to the Five E's of Enquiry: ***Engage and Explore; Explain; Elaborate; Evaluate***
- KKQs are then fed into the lessons, presented to pupils at the beginning to show the learning journey within individual lessons and then again at the end to consolidate understanding. This focuses the structure of the lesson so both teachers and pupils are clear of the outcomes
- Lessons are consistently differentiated to consolidate, build upon and extend learning for all children
- Insist on high expectations of learning and social behaviours
- Ensuring that effective direction and support is given in order that the children make good progress
- Demonstrating excellent subject and pedagogical knowledge to inspire children and build their understanding
- Applying a range of teaching styles which appropriately match the children's learning styles to sustain their concentration, motivation and application
- Using resources effectively, including other adults, to support children's learning
- Using technology and working walls effectively to support children's learning
- Developing the range of reading skills required to access all the curriculum effectively
- Using questioning effectively to gauge and extend children's skills, knowledge and understanding
- Consistently building upon the approaches set out in the Teaching and Learning Policy

Curriculum Leads:

To monitor the delivery and outcomes of the broad and balanced curriculum, the curriculum lead is responsible for:

- Planning the overview for all units of work, in conjunction with the Reading and Writing Leads, to ensure cross-curricular links are tight and help to build pupils' knowledge
- Completing planning checks to ensure lessons are well thought out and allow all students to make progress from their own starting points
- Completing learning walks and lesson observations to ensure the teaching of the wider curriculum including science is engaging and delivered at a high standard
- Completing book looks to ensure the outcomes for all students are of a high quality and reflect their progress
- Plan and deliver INSETs to staff to ensure high quality lessons are planned and delivered
- Model high quality lessons within the wider curriculum including science, demonstrating continuing high standards
- Understand the assessment data for the wider curriculum including science across the school

Senior Leaders:
To monitor the delivery and outcomes of the broad and balanced curriculum, Senior Leaders are responsible for:

- Liaising with the Curriculum Lead to understand strengths and weakness across the school
- Liaising with the Curriculum Lead to provide support for areas of development across the school
- Monitor progress and attainment of children throughout the wider curriculum, in conjunction with the Curriculum Lead

Governors:
To monitor the delivery and outcomes of the broad and balanced curriculum, Governors are responsible for:

- Review the wider curriculum policy on a yearly basis
- Review the budget for the wider curriculum and allocate money/resources where needed/available
- Ensuring the quality of teaching and learning across the curriculum is of a high standard by participating in lesson observations or learning walks in conjunction with the Curriculum Lead

Organisation

In order to ensure that we are meeting the needs of the National Curriculum, we are utilizing the topics stated on Cornerstones and effectively adapting them to suit the needs of our pupils. In collaboration with the in-school Racial and Social Justice working party, we are ensuring that our curriculum is highly diverse and representative of our school community.

Our curriculum will be delivered through knowledge-rich enquiries that are derived from the key concepts relating to history and geography. Each week the class teacher will deliver four lessons that are sharply focused by an enquiry question derived from the subject's key concept.

Each lesson relates to the Five E's of Enquiry: ***Engage and Explore; Explain; Elaborate; Evaluate.***

We have worked in conjunction with the Reading and Writing leads to ensure there is a cross-curriculum approach to these projects. Texts within reading and writing have been carefully chosen to provide the children with a fully rounded experience, ensuring that their knowledge is built upon throughout the unit of work and helping to immerse them fully into their unit of study.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum will provide lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum. In addition to this, the curriculum has been designed so that they can utilize their local community,

Cornerstones also provide a 'detailed coverage checker' to ensure that all objectives within the curriculum are covered. This means that we are aware if there are any areas that need to be taught discretely and have included these in our subject overview.

Lesson Structure

Lessons within Humanities will follow the structure outlined below. See appendix for subject specific examples.

1. **Teacher notes**: The teacher notes include the way in which work should be presented in the pupils' books. It will also include the necessary resources for the lesson.
2. **Introduction slide**: This slide will contain the LO and SC as well as the key vocabulary which will be incorporated in the lesson.
3. **KKQ**: The KKQ slide introduces the specific, necessary knowledge that you want the pupils to gain within the course of the lesson. The answers to these questions are fed into the lesson.
4. **Recap on prior learning (Hook activities)**: It is important that each lesson starts with a meaningful hook to recap on prior learning. This can be achieved through a variety of methods, such as the PMI, Big Question, Odd-One-Out, the Big Investigation and other intellectually stimulating activities/tasks. The core emphasis of these hook activities is to promote in-depth pupil discussion and address any misconceptions. This should be pupil-led.
5. **Main input**: These slides are related to the key concepts which we are introducing. It is important for these to include images, video links, key vocabulary and sentence stems to help promote pupil discussion. The slides should remain focused and therefore should only include essential new knowledge.
6. **Task:** These slides outline the key instructions to complete the activity. It must include the differentiation of Mild, Hot and Spicy. Tasks should be using research based ideas, presented in a variety of different ways to ensure a broad and balanced curriculum.
7. **KKQ:** These slides revisit the KKQs and provide the pupils with an opportunity to complete any missing information. These also will provide the children with the answers so that the pupils can self-mark.
8. **Plenary:** A quick celebration of the knowledge that they have gained or an opportunity to look ahead to what will be encountered in the next stage of learning.

Display

In order to create an effective classroom environment, it is imperative that the display for the topic has the following features:

1. Header
2. Glossary of Key Vocabulary
3. Questions from pupils – to be asked in the first lesson (Wonder Wall)
4. Key Vocabulary – built up as the lessons progress. To be hand written on card so they are visible from a distance.
5. Good examples of work to be built up throughout the unit which showcase a range of abilities.
6. Photos of hands-on activities with speech bubbles to explain.

Resources

Teachers and leaders will have access to the Cornerstones Hub, where all Knowledge Rich Projects can be found. From this Hub, teachers can also find further resources.

In school, a variety of resources are available. These resources will be organised into boxes for each topic, making them readily accessible to teachers without any confusion or hassle. Secondary resources for art lessons are available in the resource room. Resources must be planned for and organised before lessons to ensure time for sanitization until further notice.

Trips are also booked every half-term, where applicable, to link with the wider curriculum including science. Students also can participate in workshops organised to suit their topic.

Assessment

Feedback and challenge: It is imperative that the books are marked daily so that the teachers are aware of any pupils that have not met the learning objective. From this, teachers must provide next step feedback which enables pupils to either address misconceptions or significantly develop their understanding of the topic. Where pupils have achieved the LO, the next step feedback must broaden their understanding of the topic. In particular, teachers should provide pupils with challenges cards that stretches understanding and requires utilization of prior knowledge, encouraging them to draw comparison with previous History and Geography content that they encountered at Thames View Junior School. This ensures that features of cognitive science, such as spaced retrieval pracv(*see examples of best practice in the feedback policy*).

Pupils will be assessed using the Key Knowledge Quiz, where the Key Knowledge Questions are presented before the start of the unit. These have been carefully designed by the subject leads to ensure that the pupils are obtaining the necessary knowledge from each unit. The results of the quiz will inform the planning and help teachers to construct effective differentiation for the unit. These questions are then drip fed to the pupils throughout the unit, resulting in concise and tight planning for teacher and pupil. At the end of the unit, pupils will complete the Key Knowledge Quiz once more, showing the knowledge that they have gained throughout the unit and the progress they have accomplished.

Monitoring and Evaluation

Monitoring will take place through learning walks, lesson observations, book looks and professional discussions between colleagues to ensure the implementation of the new knowledge rich curriculum and that the outcomes reflect our ever increasing high standards. The majority of the monitoring will be conducted by the Curriculum Leads, in conjunction with Senior Leaders.

Monitoring and Review

The governor with responsibility for the wider curriculum is primarily responsible for the monitoring the implementation of the policy. This will be through annual discussion with the subject leader and the consideration of the evidence included in the subject leader portfolio. The Governor will report on this to the curriculum committee annually.

Other Documents and Appendixes

This policy should be read in conjunction with the Teaching and Learning Policy and the National Curriculum.

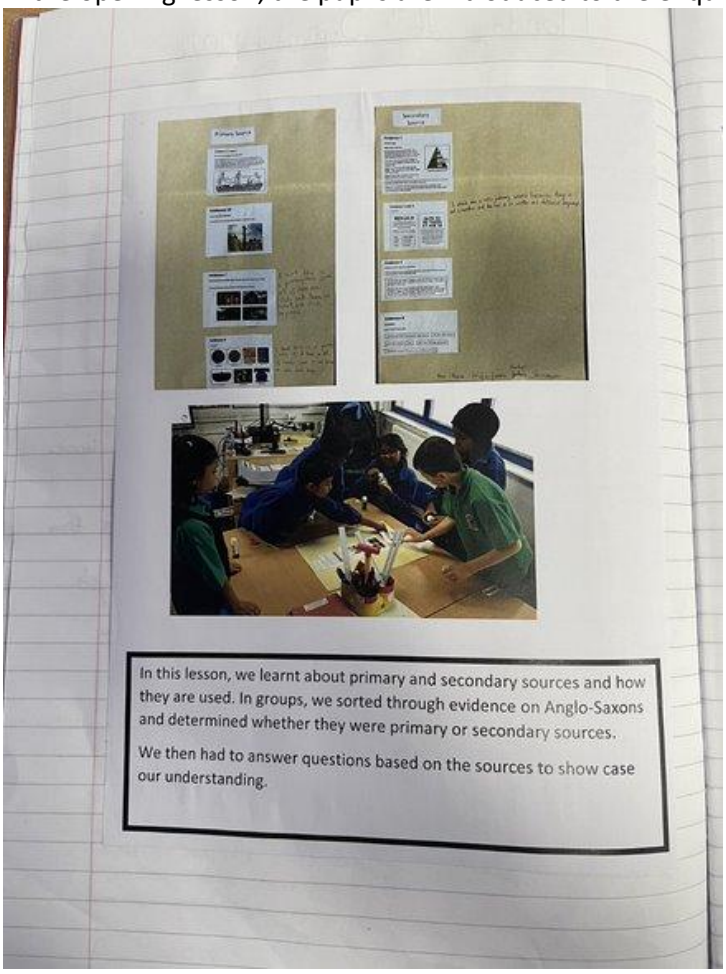
Governor Approval and Review Dates

Confirmation that the policy for the wider curriculum at Thames View Junior School has been discussed, approved and ratified by the Governing Body.

Enquiry Question: how would life today be any different if the Anglo-Saxons had never invaded and settled in Britain?

Lesson one: Engage and explore

In the opening lesson, the pupils are introduced to the enquiry question through a hands-on and collaborative activity.



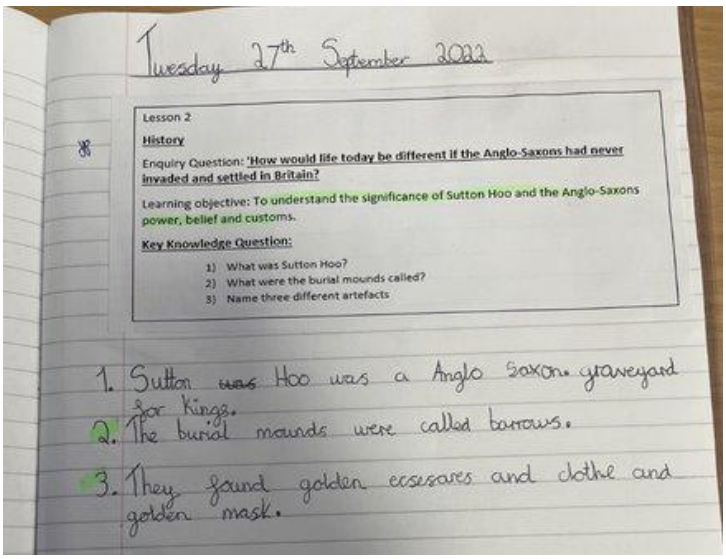
<u>Lesson two: Explain</u>

In the second lesson, the pupils delve further into the key findings and terminology that will help to embed a clear understanding of the topic and enquiry.

This lesson was about Sutton Hoo. The children discovered the burial rituals and traditions of the Anglo-Saxons. They learnt many interesting facts such as why they buried their dead with different items and what artefacts were uncovered when barrows were unearthed by archaeologists many years ago.

Some of the questions they answered were; what were the purposes of these objects? What materials do you think the objects were made from? What do these objects tell us about the status of the person who was buried with them? Etc.

Here is an example of how a pupil has used the key knowledge acquired in the lesson to answer their key knowledge questions.



Tuesday 27th September 2022

Lesson 2

History

Enquiry Question: 'How would life today be different if the Anglo-Saxons had never invaded and settled in Britain?

Learning objective: To understand the significance of Sutton Hoo and the Anglo-Saxons power, belief and customs.

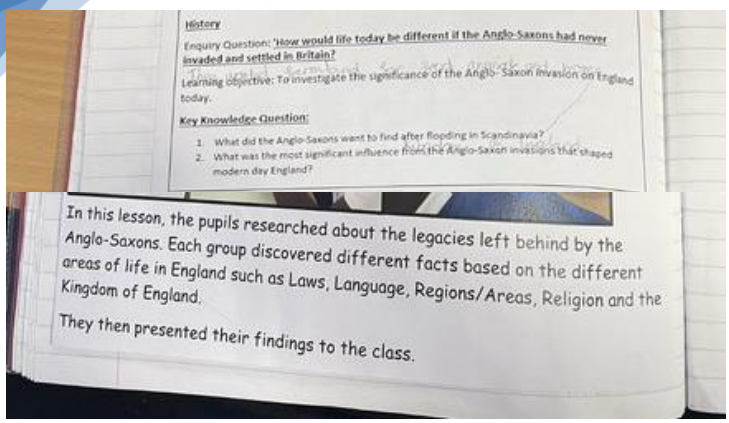
Key Knowledge Question:

1) What was Sutton Hoo?
2) What were the burial mounds called?
3) Name three different artefacts

1. Sutton ~~was~~ Hoo was a Anglo Saxon graveyard for kings.
2. The burial mounds were called barrows.
3. They found golden ecsesaries and clothe and golden mask.

Lesson three: Elaborate

In this lesson, pupils take the knowledge that they have acquired and utilise it in a different context.



History

Enquiry Question: 'How would life today be different if the Anglo-Saxons had never invaded and settled in Britain?

Learning objective: To investigate the significance of the Anglo- Saxon invasion on England today.

Key Knowledge Question:

1. What did the Anglo-Saxons want to find after flooding in Scandinavia?
2. What was the most significant influence from the Anglo-Saxon invasions that shaped modern day England?

In this lesson, the pupils researched about the legacies left behind by the Anglo-Saxons. Each group discovered different facts based on the different areas of life in England such as Laws, Language, Regions/Areas, Religion and the Kingdom of England.

They then presented their findings to the class.

In the above example they have used their knowledge to aid their research into this key area.

Lesson four: Evaluate

This lesson is an opportunity for the pupils to effectively address the enquiry question. The evaluative lessons have been planned in order to provide a 'variety of challenge.' In this sequence of lessons, year 4 then wrote up the findings from their research into a non-chronological report. They also subsequently presented those findings in groups designed to challenge different children appropriately.

Religious Education

Introduction

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Aims

This Religious Education Policy aims to:

- Provide children with an insight into the nature of religion and what it means to be religious
- Help children to develop those skills which enable them to appreciate religious ideas
- Make factual information about religion
- Encourage attitudes of openness and sensitivity towards people of different religions
- Contribute towards the children's moral development

Agreed syllabus in Barking in Dagenham

The 2020 revision takes account of the many changes that have occurred over time in Barking and Dagenham over the last five years and builds upon the Agreed Syllabus passed in 2012.

This new revision of the agreed syllabus is based on the same approach but builds on the experience of the last seven years, as it:

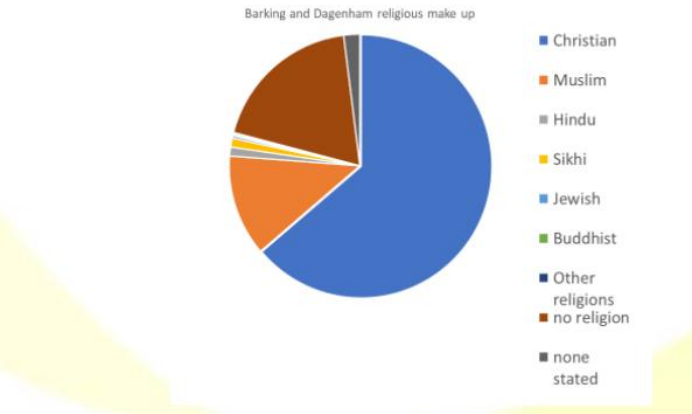
• draws on key documents that that have been issued since 2012;

• follows the advice of the non-statutory National Framework and CoRE report that world-views should be part of the scope of RE programmes;

• follows the advice of the non-statutory National Framework for Religious Education where it states that 50% of time in RE should be in the study of Christianity; and,

• incorporates clear strategies for progression in learning and identifies steps of progress.

Pie chart illustrating the religious cleavages of Barking and Dagenham from 2011 ONS census data



The RE Curriculum

At Thames View Junior School, the religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE Curriculum has adapted the Barking and Dagenham Agreed Syllabus for Education to suit the needs of our pupils. Each unit of work is driven by an enquiry question which pupils address over a half-term. In addition to this, the RE Curriculum places significant emphasis on pupil ability to reference key religious texts in their work.

Time spent on R.E:
45 minute per week.

Lesson Structure

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5. Assessment
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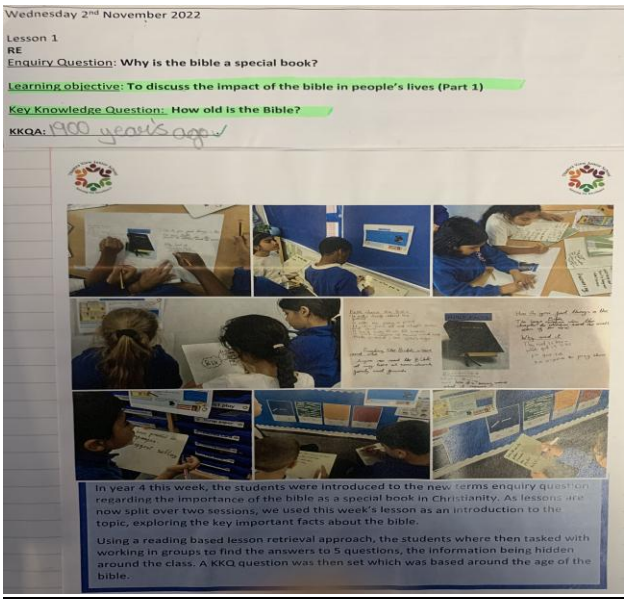
Appendix:

Lesson one:

In the opening lesson, the pupils are introduced to the enquiry question through a hands-on and collaborative activity, using a reading based retrieval approach to build on cross curricular skills.



Wednesday 2nd November 2022

Lesson 1
RE
Enquiry Question: Why is the bible a special book?

Learning objective: To discuss the impact of the bible in people's lives (Part 1)

Key Knowledge Question: How old is the Bible?

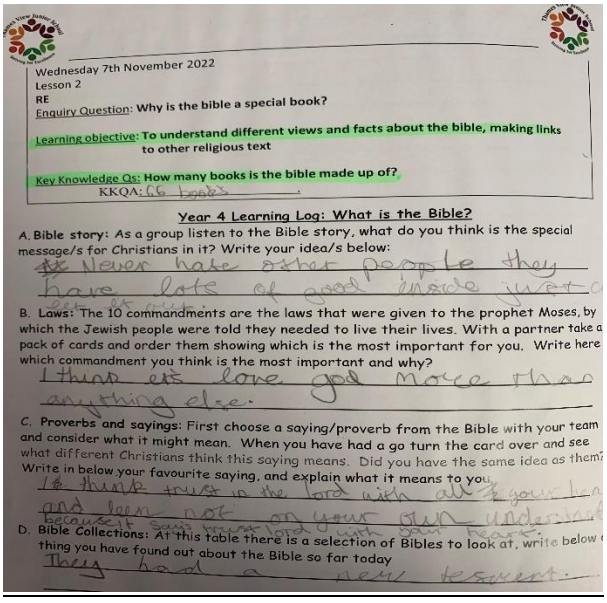
KKQA: 1900 years ago

In year 4 this week, the students were introduced to the new terms enquiry question regarding the importance of the bible as a special book in Christianity. As lessons are now split over two sessions, we used this week's lesson as an introduction to the topic, exploring the key important facts about the bible.

Using a reading based lesson retrieval approach, the students where then tasked with working in groups to find the answers to 5 questions, the information being hidden around the class. A KKQ question was then set which was based around the age of the bible.

Lesson two:

In the second lesson, the pupils delve further into the key findings and terminology that will help to embed a clear understanding of the topic and enquiry. Here a second group task was carried out, the focus being on extrapolating understanding of the previous lessons focus by diving deeper into the source material and evaluating what students understood about the religious text on a personal level.



Wednesday 7th November 2022
Lesson 2
RE
Enquiry Question: Why is the bible a special book?

Learning objective: To understand different views and facts about the bible, making links to other religious text

Key Knowledge Qs: How many books is the bible made up of?
KKQA: 66 books

Year 4 Learning Log: What is the Bible?

A. Bible story: As a group listen to the Bible story, what do you think is the special message/s for Christians in it? Write your idea/s below:
Never hate other people they have lots of good inside just

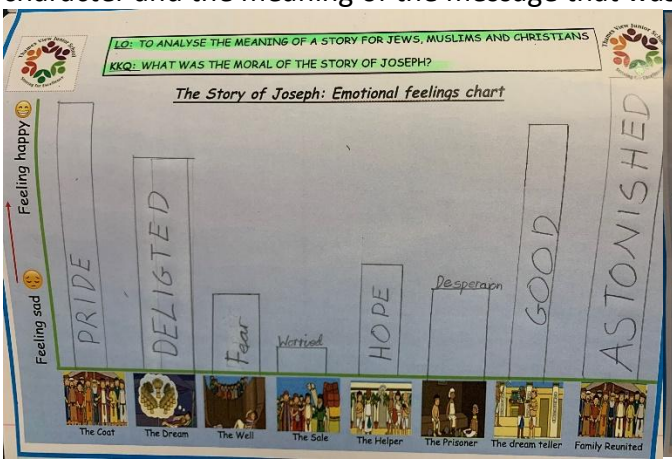
B. Laws: The 10 commandments are the laws that were given to the prophet Moses, by which the Jewish people were told they needed to live their lives. With a partner take a pack of cards and order them showing which is the most important for you. Write here which commandment you think is the most important and why?
I think it's love god more than anything else.

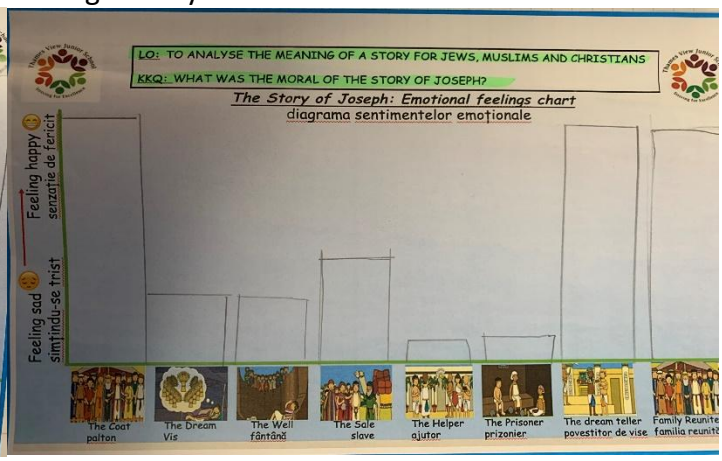
C. Proverbs and sayings: First choose a saying/proverb from the Bible with your team and consider what it might mean. When you have had a go turn the card over and see what different Christians think this saying means. Did you have the same idea as them? Write in below your favourite saying, and explain what it means to you.
I think trust in the lord with all your heart and lean not on your own understanding

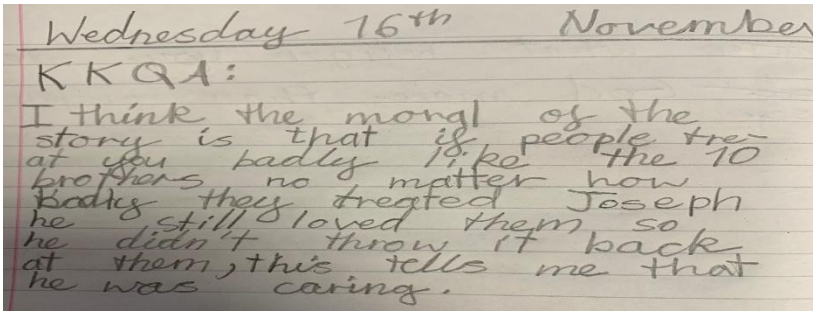
D. Bible Collections: At this table there is a selection of Bibles to look at, write below thing you have found out about the Bible so far today
They had a new testament.

Lesson three:

In this lesson, the students explored a biblical story and evaluated both the emotional journey of the main character and the meaning of the message that was being conveyed.







Wednesday 16th November

KKQA:

I think the moral of the story is that if people tre- at you badly like the 10 brothers no matter how Badly they treated Joseph he still loved them so he didn't throw it back at them, this tells me that he was caring.

Signed by:

Chair of Governors: _____ Date: _____

Head Teacher: _____ Date: _____

Date of Approval: _____

Date for next review: