



Policy for Humanities

2021/22

Policy to be reviewed in 2023

Belong Believe Achieve

“I can do all things through him who gives me strength.”

Philippians 4:13

Humanities Policy Document 2021/22

Our Vision

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps.

Introduction

At Wavertree C of E School we are committed to providing all children with learning opportunities to engage in History and Geography. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with Opening Worlds Humanities Programme, school staff and governors.

Primary Humanities Curriculum

Curriculum rationale

Why are scope, rigour, coherence and sequencing the drivers of the humanities curriculum?

Each subject curriculum and its associated teaching approaches needs to secure the highest possible quality of education for pupils. Four closely related curricular attributes, scope, rigour, coherence and sequencing, are our measures of quality. These four curriculum attributes are the means and measure of strong curricula because they ensure that the subject properly reflects the academic practices, outside of school, to which the subject refers and they ensure that this is organised in the best way to allow pupils to make progress and to thrive in their study of the subject.

For these reasons, scope, rigour, coherence and sequencing are now explicit expectations of Ofsted. In their pursuit of the 'quality of education', these four ideas will drive their questioning about content in these subjects, as in all subjects.

What is the difference between substantive and disciplinary content? How do these two types of content structure each subject in the humanities curriculum?

Just as in the sciences, when pupils learn humanities subjects they tackle two closely linked types of content, each dependent on the other. In school curricula, these types of content are known as substantive content

and disciplinary content. Any inadequacy in one will weaken the other, and each plays a vital part in securing scope, coherence, rigour and sequencing.

1) Substantive content

This is the substance that pupils learn in each subject, the building blocks of factual content expressed through accounts (stories, descriptions, representations, reports, statistics, source material, commentaries, explanations and analyses) and the vocabulary (concepts, terms, technical language) that enable pupils to move about within their own knowledge, to read and to communicate. Thus pupils gain the internal reference points that allow them to recognise the patterns, notice the contrasts, ask the questions and discuss the options that the disciplinary content will demand.

In the proposed substantive content for Wavertree humanities, you will notice that it is:

- ambitiously broad in scope (meeting and exceeding the demands of the National Curriculum in cultural, geographical and religious breadth and representation; for example, the KS2 NC requirement to produce a comparison across three regions is served not just in a tokenistic way by including a unit which address this, but by ensuring that pupils gain, over the four years, an in-depth knowledge of diverse reference points on which to draw from across the world, from California + Amazon Basin, to the Rhine, the Mediterranean and the Middle East, to Wales and London, to the Indus Valley + the coastal communities of the Indian Ocean, with further underpinning from the historical and religious dimensions of these places); for example, pupils will gain a multi-faceted understanding of empires, conquest, oppression, power structures and their links with migration and the diverse cultural experiences of those caught up in migration, settlement and conquest, through revisiting these issues over and over again: this will lay solid foundations for understanding that Britain as we know it is the result of migrations over millennia, that this has always included diverse ethnicities, and that stories of different kinds of struggle against injustice are often silenced, so we must keep asking good questions to uncover them, which brings us to rigour....
- meticulous in rigour (responsive to up-date scholarship in history, geography, culture, religion and worldviews, and related fields such as philosophy and social science; current questions being pursued and the insights of scholars in these fields; for example, the extensive work on Islamic Civilisations, on the Byzantine Empire, the Maya, the ancient Mesopotamians will be scrupulously worded to ensure that claims are worded cautiously, with due regard for what scholars can be certain about and what remains informed conjecture and imaginative reconstruction from the relics and records the past leaves behind).

- highly coherent (intricate links have been built within and across subjects so that nothing sits in isolation but rather is supported and enriched both horizontally and vertically; for example, by Year 6, when pupils are examining the arts within religion, they will not be loosely speculating on the bases of vague themes and the stimulus of a few examples; they will know enough about (say) the history of Christianity in Britain and the world, and its many manifestations, to appreciate, interpret and reflect on poetry, music and art in context; they will be able to relate ancient stories to each other, across civilisations, for example Beowulf, the epic of Gilgamesh and the Ramayana, understanding common features of stories that reflect and shape the various civilisations and their evolving beliefs about how to solve problems and how live together justly and peacefully.)

- very carefully sequenced (so that pupils' ability to build a comparison and reach a critical judgement, say, across sustainable use of natural resources or the impact on climate change by Year 5, will have been served by the repeated and explicit focus on all the foundational geographical knowledge that serves informed understanding of climate change/resource use – the role of rainforests, the behaviour of oceans, the impact of land use).

For the scope, coherence, rigour and sequencing to achieve its full benefit for pupils, the substantive content will be taught with 'high-leverage' activities, so that pupils think hard about the substance itself, so that they assimilate and retain material efficiently and so that they gain confidence from their fluency in foundational concepts, terms and reference points. In this way vocabulary will become extremely secure, with the range of vocabulary that pupils recognise growing all the time and creating resonance as pupils' encounter it again and again, both consolidating that vocabulary and freeing up memory space for pupils to make sense of new material.

Knowledge is highly 'sticky'. The cumulative effect of being secure in rich stories, a detailed 'sense of place' and a profound 'sense of period' is that pupils' curiosity is on fire. Their hunger for yet more knowledge, as relationships, connections and relationships multiply, soon grows very naturally.

2) Disciplinary content

This is all that pupils learn about how knowledge is constantly renewed in the subject's ongoing development, outside of school, by its practitioners (historians, geographers, philosophers, theologians, artists). It teaches pupils that the sum of our knowledge is not fixed, that it is constantly being tested and

renewed, that there are standards of truth for such renewal. This constant quest for better and better understandings of our world inspires both awe and humility in all of us.

Every time pupils are reminded of how geographers are collaborating to establish the serious extent of climate change, both teachers and pupils are humbled and challenged. Every time pupils are reminded how historians are making us view the past differently or foregrounding the voices of the disadvantaged, oppressed and marginalised, both teachers and pupils are inspired and spurred to new curiosity for unearthing hidden voices. Every time pupils are shown how scientists and geographers have worked together to reach a particular finding or how religious communities have built great art, architecture and music and changed our standards of artistic achievement, we are all inspired.

The disciplined pursuit of truth, in itself, is also all about values – it depends on them and it fosters them. Society must trust the products of scholarship and scholars must work collaboratively with mutual respect and confidence in shared values such as being honest in all claims, analysing data rigorously and avoiding all forms of exploitation in the pursuit of their goals. The disciplinary aspect of the subject therefore directly fosters the critical and creative aspects of learning, and these are strengthened by the distinctive demands of the subject. Pupils will learn how to shape good geographical enquiries, how to build or judge an historical argument from evidence and how to recognise different kinds of philosophical and theological questions and understand why these matter for themselves and others. In doing these things, pupils are being introduced to the subject as a long tradition of enquiry, argument, debate. They are being introduced to a disciplined and relentless quest for truth that forms and endless conversation between human beings over time. Armed with growing substantive knowledge and increasingly understanding the subject as a living, breathing, vibrant discipline, pupils are being taught how to take their future place in that ongoing conversation: joining in the arguments, pursuing the enquiries, respecting the efforts of others and judging the results.

More specifically, this works in the two humanities subjects as follows. It results in the constant practice of various subject-specific skills, each of which interacts with some aspect of disciplinary knowledge (for history and geography these are consistent with the requirements for subject skills which are found in the 'Aims' of each National Curriculum):

In studying history as a discipline, pupils will:

- use the concepts of continuity and change, cause and consequence, similarity, difference and significance, in order to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

In studying geography as a discipline, pupils will:

- think about geographical questions using concepts of place, scale, space, distance, interaction and relationships; for the purposes of this curriculum, and because the National Curriculum and the geography education community exhibit much less consensus about how these questions shape geographical thinking, we have simplified these into four 'p's: place, pattern, position and processes.
- 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.
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

How does the study of history, geography support literacy?

As with all subjects in the curriculum, the humanities provide the powerful knowledge that, if thoroughly and securely taught, builds the wide and secure vocabulary acquisition that underpins literacy and all successful communication. We know that pupils only read with the speed necessary for fluency when they have adequate prototypes for abstract words and phrases, and when their densely structured schemata allow them to 'chunk' the incoming text for meaning. Vocabulary size is the outward sign of the inward acquisition of knowledge.

Moreover, the types of account that form each subject's processes and products – its narratives, analyses, arguments – give pupils continuous, focused practice in reading and writing, both fiction and non-fiction.

Pupils reading and writing will always be richly grounded in stimulating content in which pupils will be increasingly secure, and always driven by a clear disciplinary purpose.

Every history, geography and religion lesson is therefore a lesson playing a central part in improving reading, even when a text is not actually being read! And the range of reading pupils do in these lessons will be extensive. Pupils' extended speaking and writing is likewise transformed by the richly diverse vocabulary and the secure, fascinating stories that have underpinned that vocabulary acquisition.

How does the study of history, geography directly foster moral values, attitudes and the disposition to challenge and improve our world?

The material relevant to values that threads through the Wavertree humanities curriculum will be clear already from the above.

Given that they uniquely address the study of humans in society through time and their interaction with the planet, the humanities subjects provide distinctive contributions to pupils' overall education. If scope, rigour, coherence and sequencing are properly configured, these subjects foster the knowledge, skills and dispositions for pupils to:

- thrive through informed curiosity about the world.
- view human challenges, quests and achievements through the lens of the long traditions that have shaped them.
- think critically about how to change the world for the common good.
- gain the language and concepts to notice, analyse and question how power works in society, and how inequality or suffering arises.
- understand and value the diverse experiences and contributions of others who may be very different from themselves.
- enrich their own sense of identity as they look across time, space and culture and see many positive versions of themselves.
- understand the power of learned communities working collaboratively to seek truth in their claims about the world.
- gain the concepts which give them the tools for precise thought and rigorous argument with which to describe, explain and change the world.

- build strong standards of truth about the conditions under which valid claims can be made about the world, society, culture and belief, on multiple scales.
- appreciate and participate in the arts – music, art and literature – through richly diverse artistic outputs within the many sources studied, properly understood in their cultural, temporal and geographical contexts and providing richly informed stimulus for pupils’ own creativity.

It is through a rigorous focus on scope, rigour, coherence and sequencing that these are secured for all pupils. Let us cut across the subjects and examine how this works for three major themes whose threads you can start to track across the detailed substantive content.

Climate change (understanding it and being prompted to informed, responsible action on various scales)

- scope: the overall geography programme builds a comprehensive knowledge base for ensuring that pupils are in a position to understand the problem geographically and scientifically (and in future this can draw directly on specific science knowledge in a good science curriculum). In each year pupils come at this issue from many angles – rain forests, oceans, climate, land use, human interaction with resources and sustainability are addressed again and again, in contrasting regions of the globe, until the more sophisticated problem-solving and enquiries pupils will undertake in Year 6 are based on very firm foundations of pupil knowledge, interest and motivation.
- coherence: the overall geography programme ensures that pupils’ encounters with themes pertinent to climate change are not random and complement each other explicitly; moreover, the additional knowledge pupils gain about human action, human exploitation of other humans and the land, beliefs associated with resources and the land, ensures that pupils gain a rich sense of period and sense of place that makes the study of those regions of the globe where climate change is most visible or being accelerated is not superficial, forgettable and abstract, but richly memorable in its visual colour and stories of human interaction (e.g. Antarctic, Amazon basin, various tourist areas, immediate local references in community procurement of food in Wavertree).
- rigour: understanding climate change demands proper geography and proper science; instead of superficial arguments reliant only on the moral case, pupils will understand how geographical data has shown us climate change at work, how specifically geographical questions have shaped enquiries which help geographers to gain the new knowledge that they need to establish the causes, pace and effects of climate

change, how patterns of interaction and interdependence make bad habits hard to break and what geographical thinking can do to help us tackle this.

- sequencing: simply parking lots of references to climate change or lots of topics on climate change all over the curriculum would be a woefully inadequate and inefficient way to build a curriculum. Instead, each new geographical issue or topic builds on the last and prepares for the next so that the cumulative effect of knowledge about and disposition to act for climate change is powerful.

Multi-culturalism and diversity (understanding the origins of diversity, valuing the multiple contributions, contributing positively to harmonious diverse communities, challenging racist assumptions wherever we find them)

- scope: multi-culturalism, across the globe, and especially in Britain is probably the most salient and constant theme of the whole programme. The study of ancient civilisations, each taken seriously (as the NC requires) is fundamental to understanding what unites rather than divides us, while also celebrating its diverse manifestations. The cradle of civilisations in the Middle East – from where Jews, Christians and Muslims all emerge – points to our common ancestry, to how valued traditions emerge, to the bigger patterns of human interaction. On this foundation, the stories and settings chosen for history repeatedly show examples (e.g. depth on Cordoba in Southern Spain) of contrasting faith communities collaborating in life and work, and displaying mutual respect, or failing to collaborate, failing to comprehend one another, initiating fear and suffering the consequences. The very strong central thread of multi-cultural Britain is woven throughout the history programmes, so that by Year 6, in history, geography and RE, sophisticated studies of the diversity of London, especially the rich contributions of diverse communities to the arts, is possible.

- coherence: in this programme – multi-cultural settings and multi-cultural Britain never just surface from nowhere. The temporal, geographical and religious dimensions are carefully taught so that pupils can see the bigger picture and respect complexity in their enquiries.

- rigour: understanding that even the questions we ask are affected by our assumptions. How do we make sure we are listening to the ways in which certain stories have been silenced? Are we asking better and better questions in order to tackle issues in how silent voices are heard, how certain peoples have been (and still are) oppressed, how our own values might be shaped by narrow assumptions? Across the programme,

pupils will learn how historical questions, geographical questions, and so forth, can help us to do justice to our study of the past, our study of place and our study of cultures and beliefs.

- sequencing: simply parking lots of references to multi-culturalism or topics on multi-culturalism all over the curriculum would be an inadequate and inefficient way to build a curriculum. Instead, each new component of knowledge that relates to this issue builds on the last and prepares for the next so that the cumulative effect of knowledge about and disposition to protect, nurture and value diverse societies has very strong roots in knowledge and in disciplinary thinking.

[Social injustice \(hearing the voices of the disadvantaged, the marginalised and oppressed; understanding how power can work; challenging exploitation and injustice\)](#)

- scope: the history topics are socially broad, going way beyond the high political narratives one might have seen in history courses 50 years ago; instead all types of people are giving voice, made visible and understood in the context of the wider power structures and ideas that affected how they lived. Examples of the disadvantaged and oppressed are extensive in the Wavertree humanities programme with very particular case studies used to deepen knowledge, combat stereotypes and think through problem-solving solutions in the past and possibilities for the future, for example, in geography, the study of the favelas in Bolivia, in history the study of the poor in all the societies covered, the treatment of the poor and attitudes towards the poor (positive and negative) in various religious communities and a constant return to London so that the local impact of global trends and shifts is surfaced, with its consequences for diverse peoples.

- coherence: the above links up profoundly within and across subjects. By understanding the context of South America, the reasons why settlements grow, the patterns of power and land-use, pupils have a huge amount of knowledge to draw on when they reach their study of how and why the favelas emerged, why stereotypes emerge and why they are damaging and possibilities are for improvement through empowerment.

- rigour: good historical and geographical questions will foreground the causes, consequences, patterns of change, significance and diversity within communities that were oppressed and marginalised within the past. Pupils will learn how to interrogate diverse sources of evidence and to understand that a central challenge for historians is to render past suffering visible, when very often the poor leave far fewer traces behind them in buildings, art and writings, than the wealthy.

● sequencing: while the incidence of stories about and problems concerning disadvantage will be extensive in all three subjects, simply parking lots of references to poverty or oppression all over the curriculum would be an inadequate and inefficient way to build a curriculum. Instead, each new component of knowledge that relates to this issue builds on the last and prepares for the next so that the cumulative effect of knowledge about disadvantage, power imbalances and suffering, and ways of making claims about these things with rigour, leaves pupils with better questions, more curiosity and more intellectual tools with which to act.

Early Years

History and Geography is taught in reception as an integral part of the topic work covered during the year. We relate the aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. History and Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality, and looking at how it has changed over time.

Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Year 1

Wonderful Weather
Our Local Area
Our Country

Travel and Transport
Great Explorers
Toys

Year 2

What a Wonderful World
Let's go to China
Beside the Seaside

Significant People
Kings and Queens
The Great fire of London

Year 3	Rivers Mountains Settlements and Cities Agriculture Volcanoes Climate and Biomes	Ancient Egyptians Cradles of Civilisation Indus Valley Civilisation Persia and Greece Ancient Greece Alexander the Great
Year 4	Mountains Settlements and Cities Agriculture Volcanoes Climate and Biomes Rhine and Mediterranean	Cradles of Civilisation Indus Valley Civilisation Persia and Greece Ancient Greece Alexander the Great The Roman Republic
Year 5	Enough for Everyone Magnificent Mountains Marvellous Maps	Ancient Baghdad Ancient Greeks The Victorians (Wavertree)
Year 6	Raging Rivers Natural Resources Amazing Americas	Ancient Benin World War 2 Queen Victoria

Progression and Continuity

The school has adopted the High-leverage Teaching Techniques to teach History and Geography. Our principal aim is to develop the children's knowledge, skills and understanding in both subjects. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We encourage children to handle artefacts and to ask as well as answer geographical and historical questions. We offer them the opportunity to use a variety of data and we enable them to use IT in geography and history lessons where this serves to enhance their learning. Wherever possible, we involve the children in 'real' geographical and history activities, e.g. research of a local environmental problem, visiting relevant sites and carrying out fieldwork. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

What is high-leverage teaching and why does it matter for inclusion?

'High leverage' is a term used to describe teaching that is time-efficient and thorough in ensuring pupils really do take in and then retain what they learn. High-leverage activities ensure that the knowledge being learned is at the centre of the task. Pupils are not distracted by the fussy mechanics of an activity and all the superfluous information that can come with it.

It is important not to see teaching activities in isolation. A range of smaller activities used *in combination* can be high-leverage. For example:

Try some quickfire, whole-class choral repetition of words and phrases with their definitions, followed by brief punchy storytelling or explanation accompanied by visuals or speedy, fun dramatic actions to go with stages in the story. Then choosing 8 or 9 pupils, check that recall of original words and phrases is *both accurate and fast* (in other words, *fluent*). Then move to some slightly different (but still speedy!) creative oral question and answer, requiring pupils to mix up the words, phrases, stories and definitions so that they have to use them flexibly but in whole sentences.

As you go, check for understanding, fix any misconceptions and ensure *not one single pupil has failed to wrap their tongue around the new words*.

THEN and only then, read the text together. You read aloud as they follow OR choose confident readers to read aloud. The pupils' comprehension of and interest in the text will be transformed by the focused, punchy, thorough earlier work.

That *combination* of activities, making for high-leverage teaching, will then free up time for genuine discussion of the text or more reflective and creative activities. This is because all pupils arrive at the discussion with a good chance of grasping what the discussion is about!

In the Powerpoints, we have included much space for discussion and reflection, whether in pairs or as a whole class. But that works well when all pupils have been thoroughly prepared by punchy, inclusive, pacy, oral work, such as using lots of choral response so pupils actually practise their new words and phrases.

The Ten High-leverage Techniques:

- i) Pre-teach some key vocabulary.
- ii) Practise your own storytelling... and enjoy it!
- iii) Pupils need to hear you say the words.
- iv) Pupils need to hear themselves say the words (choral response).
- v) Don't ask one, ask five.

- vi) Secure fluency (fluency = accuracy + speed).
- vii) Be clear in your own head, what is core knowledge and what is supporting hinterland.
- viii) Secure pace.
- ix) Avoid guessing games.
- x) Check they're secure as you go along with well-spaced bits of quizzing.

Why do we need to be so thorough in building the core knowledge?

Knowledge is 'sticky'! This gives it a wonderfully powerful effect. The more pupils are secure in various reference points, the more they recognise words, put things together, make links, draw implicit comparisons, notice changes in meanings and so on.

Thorough knowledge ensures that when pupils read, they don't get slowed down and discouraged by stumbling. The flow of the story can work on them as it should, at speed. You, the teacher, don't have to keep interrupting that to explain numerous words.

When we are thorough in making sure pupils really know the stories and concepts, we are giving them frameworks. These frameworks make their grasp of **further, future** knowledge, with all its vocabulary, much easier.

This is why, you will notice that we normally steer you to read from the booklet at least half- way through each lesson; sometimes even right at the end of the lesson. By then, pupils will not find a single word unfamiliar! They will either have practised and/or discussed it during the lesson, or in a previous lesson.

Ensuring all pupils **use** the words and are called to account in **recalling** the words is a great way to get all pupils moving with the content of the lesson.

Making sure **every single pupil** has said the word, isn't frightened of the word, has played with the word, is true inclusion. Always ask, 'how much practice does it take?' for **every** pupil to be secure in the vocabulary. Then ensure that they all get that practice.

Assessment and Recording

At Wavertree C of E School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on going to ensure that

understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Special Education Needs

At Wavertree C of E School, we recognise our responsibility to provide a broad and balanced curriculum for all pupils. In Geography and History, the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. Teachers will respond to pupils' diverse needs by creating effective learning environments, securing motivation and concentration, providing equality of opportunity through teaching approaches and setting targets for learning which build on pupils' knowledge, experience, interests and strengths and are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

In order to provide all pupils with relevant and appropriately challenging work at each key stage teachers will modify as necessary the National Curriculum programmes of study to provide a more inclusive curriculum which

- Sets suitable learning challenges
- Responds to pupils diverse learning
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils

Smaller achievable steps allow children to reach goals and teachers to monitor progress more easily. Activities should reinforce children's understanding of content previously studied. The use of sorting and matching activities, display work and other participatory activities would help ensure children are given opportunities to demonstrate what they know and can do.

It is important that teachers have resources available to help with the teaching of children with a range of special educational needs.

What about differentiation?

In making knowledge do its work of strengthening reading, we are being inclusive. This means we need to think in refreshingly different ways about differentiation. The content may appear challenging, but the moment we contemplate not giving pupils access to the core vocabulary and the content that sits underneath it, we exclude them more, not less.

A key goal of the humanities curriculum is to bring many more pupils into the conversation of the lesson and into the knowledge that makes reading possible. If we exclude pupils from that knowledge, we widen the attainment gap and widen the disadvantage gap.

We take great care not to think about differentiation by curricular *input*. We need all pupils to encounter the stories, repeat the words and participate in recalling them together. Any pupil struggling needs *more* practice in the new vocabulary not less.

Ofsted inspection framework states, “overly elaborate and unnecessary differentiation is to be avoided. Such differentiation often excludes some pupils from the knowledge. This will widen the disadvantage gap”. We recognise, however, that some pupils, because of severely limited prior knowledge or specific barriers, may need extra time and help to access some materials.

How does whole-class teaching help the lower attainers?

Those parts of the lesson where you are teaching the whole class are crucial for the very low-attainers. They will benefit hugely from:

- building knowledge through oral work. Our most basic aim is for pupils to be *familiar with the words aurally and orally*, even if written recognition lags behind this. We won't accelerate recognition of the written if they don't have plenty of *aural* work (listening) and *oral* practice (speaking).
- *brief spurts of punchy, pacy, whole-class work* which keep pupils attentive and focused. Like rhymes, poems and songs, the pleasure and satisfaction that comes through being able to join in on choral response, is a key tool in gradually enabling weaker pupils to 'feel' the vocabulary in their ears and on their tongues. They are more likely to be able to follow the text or enjoy the ensuing story if they have joined in this kind of choral work. The more they can join in, the more the knowledge liberates them by giving them access to what everyone is talking about.
- *pre-teaching* of content/specific vocabulary before moving onto the booklet, so that pupils have a positive experience of reading chunks of the text.

- *checking* that particular pupils have ‘got it’ as you go along. Small amounts of information followed by reinforcement and retrieval. We remember that whenever we ask pupils to remember something (retrieval) we’re not just checking they’ve got it, we’ve strengthening it in their memories. It therefore has a double value. Retrieval practice has two roles: checking they remember *and* strengthening memory!
- *prioritising attention to lower attaining pupils or pupils with SEND* whenever we are teaching core vocabulary. We ensure these pupils take part in the choral response so that they hear themselves saying new vocabulary. We ensure these specific pupils are quizzed as part of the five or six pupils quizzed when you’re checking.

How can we give extra practice to the very lowest attainers or to pupils with significant challenges arising from SEND?

When pupils are not in whole-class teaching, that is, when they are working on their own, or perhaps in pairs, some differentiated provision *can* be helpful. We think of it in terms of ‘*extra practice*’ and ‘*extra access*’ rather than alternative input. We are not giving them easier work; we are giving them extra input to ensure they understand the thrust of the lesson. Then they have more chance of clambering into the main drama and direction of the lesson when whole-class teaching resumes.

A few pupils will certainly struggle to tackle even simple tasks such as writing a sentence in response to a question, let alone writing a couple of paragraphs. Some pupils will need further reinforcement of the story, concept or process just taught.

Rather than struggling to write a paragraph and not really reinforcing the knowledge or tackling misconceptions in the process, they are better off hearing or rehearsing the knowledge again or differently or having a chance to talk about it with a classroom assistant, or to ask a question about it in order to process it, or to look again at a map or picture and have fundamentals explained again with additional visual reinforcement.

For these reasons, where the task the majority of students are doing is prohibitively difficult or would take so long that the time taken would outstrip its value, one of the following might be useful, depending on the child's needs and available classroom assistant support:

- a missing word exercise (cloze procedure);
- simple annotation of a diagram or map, sometimes using pictures;
- matching pictures and definitions;
- drawing (and/or labelling a drawing of) a feature or event.

What if a very small minority of pupils are too confused by fundamentals to gain much benefit even from 'extra practice' tasks?

Sometimes, it is oral work that such children need. Often oral work is the only way to emphasise story or process, and make it interesting. Completing an easier worksheet might keep the pupil happily busy, but it may not be addressing the issue head-on and overcoming it. This is where judicious work with classroom assistants, or, where classroom assistants are not available, focused brief teacher input with particular pupils, can be invaluable.

Often, what certain pupils need is a reiteration of the really big main story (what a glacier is and how it moves) or outline concept ("the water in the river is being spread all over the land!") so that they are at least not confused by fundamentals. For example, a struggling pupil who has not appreciated that the Romans came from Italy to Britain, and cannot yet make meaning out of a map to show those places and people, is going to be very confused about the idea of Britons rebelling against invaders. Who are these invaders? And they won't readily identify Claudius with the people in Italy and Caractacus with the Britons. Grasp of what is going on then quickly unravels and they cannot make sense of listening to a story, watching it acted out or hearing it read.

For this reason, additional one-to-one teacher input or precious moments with a TA are often best spent not in 'busy work' that isn't actually addressing these confusions, but in simply going over such outline summaries or 'big picture' stories.

Cross Curricular Links

The National Curriculum is described in terms of subjects and this influences how the curriculum is planned. However, they do not determine it. Where subjects are taught separately cross-curricular links are still possible. Where subjects are taught together the contribution made by each subject should be recognised. Links between subjects should be genuine.

Information Communication Technology

Strong links exist between Humanities and ICT. Pupils will be provided with opportunities to develop and apply their ICT capability to support their learning in History and Geography. ICT encourages pupils to handle information more effectively, to communicate, to present and report and to measure and collect data about the environment. Children will use the internet selectively to find information.

Displays

Although display space is limited, displays on Geography and History can provide stimulation to a topic either as a teacher-made resource to lead into a topic or as a child-made resource to highlight good work. All displays should be neat and attractive. Displays also are most effective when they encourage the children to read any information given to help understand the focus and for the children to interact with displays through questions or through discovery activities. Displays should communicate the learning processes and celebrate achievement

Equal opportunities

The geography curriculum of the school will be planned, organized and taught in line with the schools Inclusion and Equal Opportunities policies

The contribution of Humanities to this important area is through aiming to:

1. Develop the enquiry approach which enables children to challenge stereotypes of other locations and people
2. Present children with a varied and balanced imagery and experience of other locations and people
3. Appreciate the values of other people in understanding 'development' and the conflicts it can bring
4. Encourage children to view differences in a non-judgmental way
5. Encourage children to interpret information and identify fact from point of view

Teachers should seek to present examples, which challenge stereotypes, and assumptions present in their own culture e.g. the role of women farmers in economically developing countries

Geography fieldwork/visits

Fieldwork is a requirement of the Geography Curriculum. It is an important way of stimulating children's imagination and giving them a sense that places and themes are real. Visits to locations can help children meet the learning outcomes set out in the relevant units. The stimulating experience of fieldwork motivates children to produce a higher level of response than they might normally produce in class. Fieldwork should

include the presentation of tasks that will relate directly to the objectives of the unit. It should include measuring, drawing, asking and answering questions, observing, recording and collecting information.

Monitoring, assessment and record-keeping

Assessment is an integral part of teaching and learning. Assessment is built into the planning of learning experiences and clearly related to the learning outcomes.

Each lesson should have a clear set of outcomes. While formal assessment of every lesson is impractical, you can use these outcomes to inform yourself of your pupils' progress.

The Opening Worlds Humanities programme has three types of assessment:

i) Routine, embedded, informal formative assessment.

This happens all the time. It is built into every lesson. We are constantly checking that knowledge is secure and that pupils are learning to think historically or geographically with their new knowledge. The regular quizzing and short tasks are always giving staff ongoing information about how well the pupils have remembered and understood, so that we can adapt and/or re-teach immediately, or at least in the next lesson, ensuring no pupil ever gets left behind.

ii) End of unit synoptic tasks

After the sixth lesson of each unit, pupils do an extended, synoptic task. This is often a piece of extended writing. It might also be an annotated diagram or a more creative outcome such as a story about the past or a little problem to solve using their historical or geographical knowledge. These extended tasks allow pupils both to further develop and to demonstrate, their new knowledge, both substantive and disciplinary, from all six lessons. Normally, we would do these in a seventh lesson. Older pupils may be able to do some tasks as a homework or extended project.

iii) End of term multiple choice tests

These are termly summative tests, giving staff data about how well the pupils are mastering the curriculum. Each test has 12 to 18 questions. If their marks are constant at this level, they are making excellent progress. We then have clear evidence that they are mastering the curriculum.

The ultimate purpose of monitoring, assessment and record keeping is to provide information that will help to improve children's learning. It should aim to inform children about their progress allowing them to reflect upon and celebrate achievements, to detect and correct any misconceptions and difficulties experienced by individual children, to help plan for progression and continuity, to evaluate the effectiveness of teaching and learning and to contribute information that will be relevant to the evaluation of the geography scheme of work.

Monitoring is most valuable when it is carried out informally by observing children while they are engaged in learning activities, by talking to them about what they are doing and discussing their written work. Assessment activities should be wide ranging and matched to the pupils' ability

Record keeping should be manageable but thorough. Children's books can be kept as evidence of attainment along with photographs or child-made resources.

Roles and Responsibilities

The subject is led by the staff as a whole and each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

The subject co-coordinators retains a portfolio of examples of pupil's work that illustrates pupil's performance in each unit.

Resources

All resources are provided by the Opening World Humanities Programme, ensuring that resources are subject linked to enhance and make learning real.