

Holmer Lake Primary School

Humanities' Vision



Led by: Mrs Helen Watson

The philosophy of the four cornerstones of learning

At Holmer Lake Primary School, we want every child to be motivated to be the very best learner they can be. This means inspiring them with new and varied experiences every half-term. Our curriculum is based on our four-stage philosophy: Engage, Develop, Innovate and Express.

Our Vision

We aim to develop resilient, resourceful, reflective and reciprocal pupils who:

- are proud to belong to Holmer Lake Primary School;
- are committed to being a successful learner and are inspired by the success of others;
- are well-informed of how they fit into a democratic society, how they can participate in and contribute to life in Britain and value themselves as a citizen;
- are self-assured and are able to manage change and adapt to the expectations of 21st Century Britain;
- are given time to reflect on their own beliefs, culture and heritage, whilst respecting those of others;
- participate in and enjoy the artistic, historic, sporting and cultural opportunities within and beyond the school;
- be given the opportunity to have wonderful ideas for exploration and investigation and the joy of finding out and problem solving; which prepares them for modern life;
- have a good understanding of what is right and wrong, how to make the right decision and the consequences of these choices;
- to be accepting of difference in all its forms;
- can think creatively, independently and imaginatively about the bigger picture and how they can achieve their aspirations in life;
- embrace challenge and have high aspirations.

Curriculum organisation

At Holmer Lake Primary School we provide a creative curriculum based around the Cornerstones Curriculum; linked to the National Curriculum.

The key areas within the Humanities' Curriculum are:

- History - Mrs Helen Watson
- Geography – Miss Paige Cureton
- French – Mrs Vanessa Fowler
- Religious Education – Mrs Helen Watson

Links to the expectations of the National Curriculum for History, Geography and French are below.

History - <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Geography - <https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study>

French - <https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Religious Education – The attached documents outline the RE curriculum coverage and expectations using the following two planning resources

Christianity – Understanding Christianity

Contrasting Religions – Diocese of Litchfield Exploring Other Faiths

[Humanities\RE CURRICULUM COVERAGE.docx](#)

[Humanities\RE Planning expectations 2018 2019.docx](#)

History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

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

Essential skills are taught within the following aspects of history to ensure progression across KS1 and KS2.

Similarities and Differences

Vocabulary

Chronology

Significant Individuals

Local History

Continuity and Change

Cause and Consequence

Historical Questions

Recording

Historical Enquiry

The following document is updated yearly to map out within which ILP each skill is being taught – this is linked to each class’ yearly overview.

[Humanities\HISTORY Essential Skills Whole School Plan.docx](#)

Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

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

Essential skills are taught within the following aspects of geography to ensure progression across KS1 and KS2.

Human and Physical

United Kingdom

The World

Environmental

Processes

Patterns

Weather and climate

Places

Changes Over Time

Express Views

Mapping

Using Maps

Field Work

Vocabulary

Research

Direction

Positioning

Data

Prospective

The following document is updated yearly to map out within which ILP each skill is being taught – this is linked to each class' yearly overview.

[Humanities\GEOGRAPHY Essential Skills Whole School Plan.docx](#)

Learning a foreign language

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Tracking progress

We use Cornerstones' Assessment to support our formative assessment methods. Essential Skills, based on end of year age-related expectations, are used to inform planning in all foundation subjects. They break the programmes of study into end of year group expectations to show a clear progression. For each subject the skills are organised into aspects, allowing teachers to monitor children's breadth of understanding.

We use the Essential Skills in two formats:

- a subject-specific format, showing annual progression. This is used by subject leaders to track progression across school in particular subjects.

[Humanities\GEOGRAPHY Essential Skills Whole School Plan.docx](#)

[Humanities\HISTORY Essential Skills Whole School Plan.docx](#)

- a year group format, showing all subjects for each year group. This is used by teachers to support planning and target-setting

[Humanities\FOUNDATION Essential Skills Y1 AND Y2.docx](#)

[Humanities\FOUNDATION Essential Skills Y3 and Y4.docx](#)

[Humanities\FOUNDATION Essential Skills Y4 and Y5.docx](#)

[Humanities\FOUNDATION Essential Skills Y5 and Y6.docx](#)

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