



Humanities Statement of Intent, Implementation and Impact

By the time pupils leave Brandesburton Primary School we aim to develop pupils who:-

History

Have a curiosity about the past as they learn about the lives of people and communities both in Britain and the wider world. We want children to understand how history, relationships, cultures, religions and diverse societies from the past have shaped the world we live in. We aim to develop historical skills such as asking perceptive questions, analysing evidence from primary and secondary sources, thinking critically and creating arguments for and against and debating ideas. Our curriculum delivery is designed to promote a sense of chronology so that children develop a sense of history and when key events took place.

Geography

Knowledge and Understanding of the World is one of our key drivers at Brandesburton Primary. Through this approach we aim to inspire children’s natural curiosity for learning about the diverse world we live in. Through the school’s unique curriculum themes, we want to provide children with the knowledge and understanding of physical and human influences and their effects on the planet over time. Our learning aims to promote children’s understanding of their roles and responsibilities as members of a global community. We aim to help the children to develop a range of geographical skills, which will fully prepare them for a future in an ever-changing world.

Example of our Curriculum Progression of Skills – History

| Skill domains: | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------------------|--|--|--|--|---|---|
| Chronological Understanding | <ul style="list-style-type: none"> I can sequence events in my life. I can sequence 3 or 4 artefacts from different periods of time. I can match objects to people of different ages. | <ul style="list-style-type: none"> I can sequence artefacts closer together in time. I can sequence events. I can sequence photographs e.g. from different periods of my life. I can describe memories of key events in my life. | <ul style="list-style-type: none"> I can place the time studied on a timeline. I can use dates and terms related to the study unit and passing of time. I can sequence several events or artefacts. | <ul style="list-style-type: none"> I can place events from a period studied on a time line. I can use terms related to the period and begin to date events. I understand more complex terms e.g BC/AD | <ul style="list-style-type: none"> I can place current study on a timeline in relation to other studies. I know and can sequence key events of time studied. I can use relevant terms and period labels. I can make comparisons between different times in history. | <ul style="list-style-type: none"> I can place current study on a timeline in relation to other studies. I can use relevant dates and terms. I can sequence up to 10 events on a timeline. |

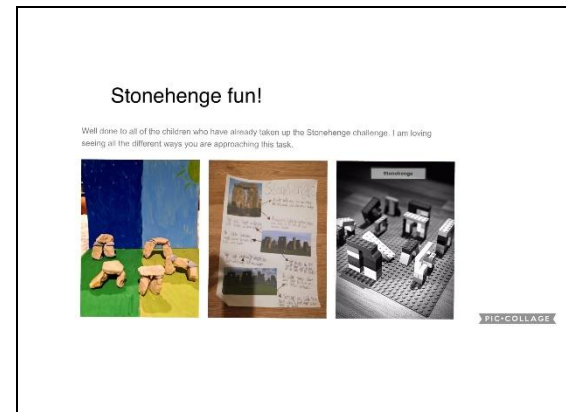
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|---|--|---|--|---|--|--|
| Range and Depth of Historical Knowledge. | <ul style="list-style-type: none"> I can recognise the difference between past and present in my own and others lives. I can begin to describe similarities and differences in artefacts. I know about and can recount some episodes from stories about the past. | <ul style="list-style-type: none"> I can recognise why people did things, why events happened and what happened as a result. I can identify differences between ways of life at different times. I can confidently describe similarities and differences between artefacts. I can develop empathy and understanding through drama activities. | <ul style="list-style-type: none"> I can find out about everyday lives of people in time studied. I can compare with my life today. I can identify reasons for and results of people's actions. I understand why people may have wanted to do something. I can study change through the lives of significant individuals. | <ul style="list-style-type: none"> I can use evidence to reconstruct life in time studied. I can identify key features and events of time studied. I can look for links and effects in time studied. I can offer a reasonable explanation for some events. I can develop a broad understanding of ancient civilisations. | <ul style="list-style-type: none"> I can study different aspects of different people – differences between men and women. I can examine causes and results of great events and the impact on people. I can compare the life in early and late times studies. I can compare an aspect of life with the same aspect of life in another period. I can study an ancient civilisation in detail. | <ul style="list-style-type: none"> I can find out about beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views and feelings. I can compare beliefs and behaviour with another period studied. I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation. I know key dates, characters and events of time studied. |
| Interpretations of History | <ul style="list-style-type: none"> I can use stories to help distinguish between fact and fiction. I can compare adults talking about the past. I can begin to identify different ways to represent the past. | <ul style="list-style-type: none"> I can compare 2 versions of a past event. I can compare pictures or photographs of people or events in the past. I can identify different ways to represent the past. I can discuss the reliability of photos / accounts / stories. | <ul style="list-style-type: none"> I can identify and give reasons for different ways in which the past is represented. I can distinguish between sources and evaluate their usefulness. I can look at representations of the period, e.g museums, cartoons etc. | <ul style="list-style-type: none"> I can look at the evidence available. I can begin to evaluate the usefulness of different sources. I can use text books and historical knowledge. | <ul style="list-style-type: none"> I can compare accounts of events from different sources, fact or fiction. I can offer some reasons for different versions of events. | <ul style="list-style-type: none"> I can link sources and work out how conclusions were arrived at. I can consider ways of checking the accuracy of interpretations – fact, fiction or opinion. I am aware that different evidence will lead to different conclusions. |
| Historical Enquiry | <ul style="list-style-type: none"> I can sort artefacts between 'then' and 'now'. I can ask and answer questions related to different sources and objects. | <ul style="list-style-type: none"> I can use a source – why, what, who, how, where, to ask questions and find answers about the past. I can sequence a collection of artefacts. I can use time lines. I can discuss the effectiveness of sources. | <ul style="list-style-type: none"> I can use a range of sources to find out about a period. I can observe small details – artefacts and pictures. I can select and record information relevant to the study. I can begin to use the library and internet for research with support. | <ul style="list-style-type: none"> I can use evidence to build up a picture of a past event. I can choose relevant material to present a picture of life in time past. I can ask a variety of questions. I can use the library and internet for research. | <ul style="list-style-type: none"> I can begin to identify primary and secondary sources. I can use evidence to build up a past event. I can select relevant sections of information. I can use the library and internet for research with increasing confidence. | <ul style="list-style-type: none"> I can recognise primary and secondary sources. I can use a range of sources to find out about an aspect of time past. I can suggest omissions and the means of finding out. I can gather knowledge from several sources and bring them together in a fluent account. |
| Organisation and Communication | <ul style="list-style-type: none"> Time lines with real objects and pictures. Drawing Drama / role play Writing reports, labelling, simple recounts. Models | <ul style="list-style-type: none"> Class displays Annotated photographs Drawing Drama / role play Models Writing reports, labelling, recounts. | <ul style="list-style-type: none"> Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, models. | <ul style="list-style-type: none"> Recall select and organise historical information. Display findings in a variety of ways. Work independently and in groups. | <ul style="list-style-type: none"> Fit events into a display sorted by time. Use appropriate terms matching dates to people and events. Record and communicate knowledge in different forms – work independently and in groups showing initiative. | <ul style="list-style-type: none"> Select aspect of study to make a display. Use a variety of ways to communicate knowledge and understanding including extended writing. |

Pupil Voice

“History is interesting, I enjoy finding out about the lives and people from the past.”

“I love Geography because I get to find out lots about the world I live in.”

Photos



Educational visits, visitors and theme days

These experiences provide a great opportunity for pupils to gain such experience and face a range of challenges that can contribute significantly to their personal development. They can also make a major contribution to the acquisition of knowledge and development of skills.

Here are just some of the things our children have experienced to enrich their learning experiences.

- Finding out about our local area at The Treasure House
- Learning the history of coal mining
- Map reading skills at Carlton Lodge
- Recycle day

Our Eco Journey

We have Eco-Warriors who work hard to help the school to be more eco-friendly. We want our school to help to save our planet and to do this we have to be aware of how we use energy and resources in the school.

Useful Websites

<https://www.bbc.co.uk/bitesize/primary>

<http://www.bbc.co.uk/history/forkids/>

<http://resourcesforhistory.com/historywebsites.htm>

<https://www.historyforkids.net/>

<https://www.ducksters.com/geography/>

<https://www.natgeokids.com/uk/category/discover/geography/>

<https://www.kids-world-travel-guide.com/geography-facts.html>