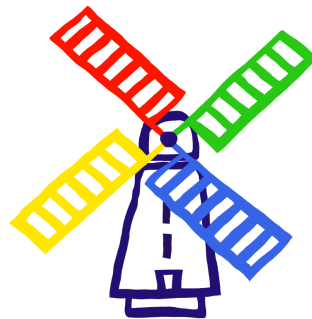




# Humanities Policy

Unity  
Trust  
Courage  
Curiosity  
Respect  
Kindness



A community for learning. Raising expectations. Fulfilling high standards.

Policy Revised: **September 2025**  
Policy Review Date: **September 2026**  
Headteacher: **Mrs Gemma Hillier**



# Widmer End Community Combined School & Pre-School

## Humanities Policy

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# Widmer End Community Combined School & Pre-School

## Humanities Policy

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### 1. Vision

Our vision for Humanities is for pupils to be stimulated and curious about the world around them and the history that preceded them. Children should have a progressive picture of the history of Britain, as well as the opportunity to delve into the ancient worlds beyond our seas and make comparisons between them. Our curriculum encourages our children to explore and inquire about their local, national and international environments. Pupils are given the opportunity to enhance their understanding of how people's lives, relationships and surroundings have changed over time through asking questions and thinking critically. We also encourage our children to develop into responsible global citizens, having a positive impact while respecting the physical diversities and cultures of our world.

### 2. Intent

Across the curriculum, pupils are provided with learning opportunities that build on their prior knowledge and skills. Our Humanities curriculum is taught through the Oxford Owl curriculum Scheme. This knowledge-rich curriculum enables our children to know about significant events in history in depth and to explore and understand our wider world. Our curriculum is carefully planned so that all pupils leave school with a quality understanding of the past, as well as a deeper understanding of their role in society and the lives of the communities around them and the wider world. Our curriculum aims to stimulate curious questions, allow opportunities to explore evidence and sources to make judgements and opinions, and to develop a sense of understanding of the wider world and the diversity within it.

### 3. History

To encourage children on their journey to becoming active and engaged historians, we will support them in developing the following essential skills, knowledge and characteristics:

- To know and understand history as a clear, chronological narrative, from the earliest times to the present day: how Britain has been changed and influenced over time by the wider world and, indeed, how Britain has influenced the wider world.
- To know and understand significant aspects of the wider world: including ancient civilisations; characteristics of past non-European societies.
- To gain an understanding of terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' as well as other important vocabulary.
- To understand historical concepts, e.g. continuity and change, cause and effect, similarities and



differences.

- The ability to think, reflect, debate, discuss and evaluate the past by showing empathy for others, formulating and refining questions and lines of enquiry.
- To understand the methods of historical enquiry, including how evidence is used and why different arguments and interpretations of the past have been constructed.
- To place growing historical understanding into different contexts; to make connections between historical time periods, including local, national and international history.
- The ability to think critically about history and communicate ideas confidently to a range of audiences.
- The ability to cooperate, support and challenge their own and others' views using historical evidence from a range of sources.
- A respect for historical evidence and the ability to make crucial use of it to support their learning.

### Breakdown

#### Early Years:

- To talk about members of their immediate family and community.
- To name and describe people who are familiar to them.
- To comment on images of familiar situations in the past.
- To compare and contrast characters from stories including figures from the past.

#### Key Stage 1:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality.

#### Key Stage 2:

- Changes in British History from Stone Age through onwards (including the Roman Empire and its effect on Britain, Settlements of Anglo-Saxons and Scots, the Vikings)
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study
- Ancient Greece – a study of Greek life and achievements and their influence on the western world



- A non-European society that provides contrasts with British history.

#### 4. Geography

At Widmer End Combined School it is our intent for the Geography curriculum to motivate our pupils to have a lifelong curiosity and fascination with the world, its habitats and its inhabitants. The teaching of this subject will equip our pupils with knowledge about diverse places, people, resources and natural and human environments. As pupils progress through the school and increase their geographical knowledge, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. It will also support children to take responsibility for their role in society and to develop a caring attitude towards others, animals and plants in our environment.

In Geography, teaching should:

- Develop the locational knowledge of the UK and the wider world and build an understanding of geographical similarities and differences, as well as human and physical geography.
- Make links and allow pupil to make comparisons between different geographical locations and features
- Enable pupils to use a wide range of resources, such as maps, atlases, globes and the Internet, to explore local areas, the UK, European countries, the seven continents and the world's oceans.
- Allow for fieldwork to observe, measure and record human and physical features of the local area.

#### Breakdown

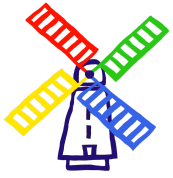
Early Years:

- To develop a geographical knowledge by exploring features of our school and nursery.
- To understand the world around them, including their local area.
- To make comparisons between contrasting geographical areas.

Key Stage 1:

In Key Stage 1, pupils will develop their locational and place knowledge of the United Kingdom and one contrasting non-European country. They will learn subject specific vocabulary related to human and physical geography and work towards becoming confident at geographical skills such as using maps and simple compass directions.

Key Stage 2:



In Key Stage 2, pupils will expand their knowledge and understanding beyond the local area and United Kingdom by including Europe, North and South America. They will be given the opportunity to learn in more detail key aspects of human and physical geography, identifying the similarities and differences between human and physical characteristics within a variety of countries. Pupils will be given the chance to use digital technology and partake in workshops to enhance their geographical skills and fieldwork.

### **5. Implementation**

To ensure high standards of teaching and learning in Humanities, our curriculum is delivered through Oxford Owl Curriculum Plus. The programme has been carefully structured to ensure skills progression and provides support to enable teachers to deliver quality lessons effectively. It is delivered to Years 1-6. Each year group has 5 units, with either a history or geography focus.

The curriculum is designed to enable every child to build individual resilience and become curious and inquisitive thinkers, whilst developing skills of cooperation and connection with their peers, the past and the wider world. Children will be given opportunities to evolve these skills and characteristics through a progressive, coherent curriculum embodied within a rich narrative. Each class will deliver a termly or half termly topic, focusing on the knowledge and skills stated in the National Curriculum. Class teachers will ensure opportunities are made for cross curricular learning, wherever possible, so that aspects of historical and geographical learning are reinforced in other parts of the curriculum.

### **6. Planning Process**

Teachers will:

- Use long and medium term plans in each subject delivered by the Oxford Owl curriculum. These plans will ensure progression and depth, concentrating on skills suitable to the year group.
- Ask challenging and leading questions so pupils can answer and further their curiosity by applying their learning in a philosophical manner.
- Where appropriate, we use artefacts, plan exciting trips and in school visits by experts, that will enhance the learning experience.
- Will effectively assess children's skill development through formative assessment, to ensure all children are continuing to make progress.



### 7. Curriculum

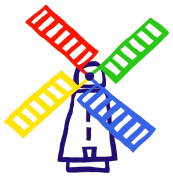
- Humanities lessons are taught and evidenced on a weekly basis and (Y1 - 6)
- Humanities overviews are delivered with a clear end product identified from the beginning which all prior lessons feed into. Each lesson begins with a 'question' which each lesson aims to answer. This will lead into our classroom displays and a final assessment at an appropriate stage of each unit. This is presented as a 'Double Page Spread' - a way in which pupils can display their knowledge of the topic and present it in any way that they choose.
- Plans identify engagement opportunities/resources to stimulate interest and enjoyment.
- Each unit of work begins with a warm up activity/focus which builds upon previous knowledge, either from the previous lesson or from previous units which have been covered in previous year groups. This now links to the main unit of work and feeds into first lesson teaching.
- Each lesson begins with a 'flashback' quiz.
- Teachers consistently edit/adapt plans to suit the needs of all learners.
- Teachers use assessment tools throughout each unit to assess the attainment and progress of each child. These present as Knowledge Quizzes at the start of each lesson and varied questioning throughout each lesson.
- Learning walks and book audits to assess the teaching of Humanities and ensure misconceptions are being addressed and feedback is provided.

### 8. Trips & Workshops

Our children are regularly provided with opportunities to take part in exciting, topical trips across the school. In the past, these have included the Natural History Museum, Chiltern Open Air Museum, The Living Rainforest, The Lincolnsfield Centre. We have also had a number of workshops in school for the children including Vikings, Romans, Ancient Greeks, Ancient Egyptians.

### 9. Beyond the Curriculum

We aim to explore and celebrate national events and key dates as and when they occur, such as Black History Month, Earth Day, Remembrance Day. We do this through workshops, live virtual assemblies, whole school assemblies and fun and exciting lessons planned by the teaching staff.



### **10. Impact**

The Humanities curriculum at Widmer End Combined School is high quality, rich and engaging. The teachers enjoy delivering it and as a result children are engaged and excited throughout their learning journey. Delivery is well thought out, well delivered and in line with National Curriculum objectives. As a result, children are provided plentiful opportunities to engage deeply with subject areas and develop critical thinking and investigative skills associated with Historical and Geographical inquiry and a deeper understanding of the world around them. Assessments, such as quizzing and flashbacks to previous lessons and units provide regular opportunities to build upon and reflect upon prior learning. Teachers are also aware of how the unit that is being taught will feed into other units in the schools curriculum, including those in different year groups. Work will show that a range of themes are being covered, concepts are visited and cross-curricular links are made where possible.

### **11. Assessment & Recording**

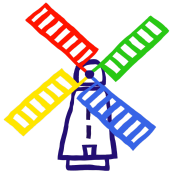
At Widmer End Community Combined School, assessment is an integral part of the teaching process. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

At the beginning of each new unit, children will review any prior learning that may link, e.g. referring back to the previous topic taught to show their prior knowledge and understanding through quizzing. At the end of each unit, they will show what they have learned and retained by answering a given question from the topic that has been taught. This will be built throughout a unit and will build towards our classroom displays and our final summative assessment task at the end of the unit.

Each class will provide a display of the topic being covered each half term to demonstrate and support children's developing knowledge. Children's questions or answers to questions are displayed to show thoughts and progression of learning. This is aimed to further support and develop children's passion and curiosity around the topic.

### **12. Monitoring**

Monitoring takes place regularly through sampling children's work, and teacher planning, through book scrutinies and lesson observations/learning walks.



### 13. Resources

We provide a wide range of text books and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands-on activity. People with an interest, or expertise, in a particular topic or area of history and geography could be invited into school to work with the children. We also provide the knowledge organisers for parents on our school website, The aim of this is to enable pupils to have access to vocabulary that they may come across and to allow them to become motivated by the upcoming topic by exploring it beforehand.

### 14. Roles & Responsibilities

The subject is led by the curriculum lead, Miss Weston. The lead is responsible for ensuring time is set aside to review standards, monitor curriculum provision and ensure training and resources are up to date.

The subject leader is responsible for:

- Raising the profile of the subject.
- Ensuring that resources are sufficient and appropriate.
- Monitoring planning and assessment.
- Ensuring that the progression of skills is planned throughout the key stages.
- Improving the subject through analysing the strengths and weaknesses and writing an improvement plan each year.
- Ensuring CPD opportunities are available for staff.