

Humanities at Newbold School

At Newbold, we teach history and geography through our topic lessons. We believe that the humanities have the capacity to arouse children's curiosity about Britain and the wider world, provoke thought and encourage the development of a wide variety of skills that will be especially relevant not only to other subjects the children learn in school, but to them as citizens within both the present and future global community. Our humanities curriculum has therefore been designed to enable our children to become creative, confident and independent learners, developing a sense of their own identity and a cultural understanding based on their own historical and geographical heritage as well as that of others. The humanities also have a valuable part to play in developing our children's sense of responsibility for protecting our world in which later generations will live and our curriculum consequently aims to give them the understanding and motivation to try to cause positive change for both themselves and the world that they live in now and in the future.

During the course of each two-year curriculum cycle, each class studies a range of humanities topics involving a balance of history and geography. These also provide a range of links to other curriculum areas such as writing, maths, art and design technology, where relevant. Establishing cross-curricular links between different subjects in this way helps to give our children a broad base of knowledge, vocabulary, real-life experience and contexts to develop their learning in a more meaningful way. We have selected a range of topics with the aim of engaging our children's personal interests as well as making links to the cultural heritage of their families in order to stimulate and provide relevance in their humanities learning. In addition to this, we also seek to expand children's real-life experiences both in and out of school through a range of experiences such as visitors, educational visits, practical investigations and exploration of the local environment, which also provides opportunities to forge links with both local and wider communities. Each term we therefore incorporate a humanities-based experience (either in or out of school) in order to enhance their learning in the classroom.

Lessons within both history and geography follow a similar structure, recognising that children learn best through enquiries set within meaningful contexts. Initially, we always aim to establish what children already know about a particular topic as well as what they would like to learn, and then develop a sequence of lessons that enables the children to build on this in a way that will challenge them and promote progression. A lot of this involves organising learning around key enquiry questions, including those that the children themselves have generated; this helps to effectively engage and challenge the children's own areas of interest. These questions also encourage a great deal of discussion and are an additional way in which we are able to highlight what has been learned and address any misconceptions that may have

arisen. A particular focus within humanities is on cultivating the skills that are used to develop this knowledge rather than on purely teaching the content itself, with the ultimate aim of providing children with the necessary skills and conceptual understanding to become historians and geographers themselves.



Years 3 and 4 being archaeologists and taking part in some traditional Anglo-Saxon themed crafts (including pottery, clunch and daub and spinning) at Butser Ancient Farm as part of an Anglo-Saxon and Viking themed visit



Years 3 and 4 visiting Stonehenge - re-enacting a traditional Bronze Age burial



Years 3 and 4 visiting Stonehenge as part of their Stone Age to Iron Age topic.





Years 5 and 6 visit Rushall Farm for their Rivers topic



Years 3 and 4 taking part in a Reconstruction Relay activity imagining they are entering Tutankhamun's tomb for the first time, having to sketch the contents.



Years 3 and 4 British Museum trip for the Ancient Egyptians topic



Years 3 and 4 making 3D mountain ranges as part of their Mountains topic, using their understanding of the physical features of mountain landscapes



Years 3 and 4 creating mountain themed Batik artwork during Mountains geography topic





Years 3 and 4 making salt dough world maps, labelling the countries and forming physical features as part of Rainforests topic.