



# Why Humanities?



Connected Curriculum

## A message from Miss Carey and Mrs Lee, our Geography and History leads

Humanities is a combination of two key areas of learning, Geography and History. Geography helps us understand basic physical systems that affect everyday life and the impact the inhabitants and cultures of our planet have on it. History helps us understand how the past has shaped (and continues to shape) global, national, and local relationships between people.

### Design and Purpose

Our Humanities curriculum aims to inspire a curiosity and fascination about the world and its people. Lessons equip pupils with the skills to ask perceptive questions, think critically, weigh up evidence and develop a rounded perspective and judgement. Through Humanities we want our pupils to develop knowledge and skills to succeed in a complex world, cultivating a sense of understanding of humanity and the processes that have led us to where we are today. At Darlinghurst, we teach the children Humanities through a combination of approaches.

Our Edison Connected Curriculum units focus on historical and geographical aspects of the world. This includes exploring different ancient civilizations and historical figures within living memory and beyond our lifetime. Using historical clues and evidence helps pupils draw conclusions about the past.

### History

Our aim for History education is that children gain an increasingly mature and informed historical perspective on their world, by developing:

- strong understanding of chronology and historical terms;
- historical enquiry skills and understanding the importance of historical sources as evidence; and
- knowledge of the characteristics of and developments during different time periods.

We believe that an understanding of chronology is essential in the development of a secure knowledge of history. Children learn about history topics through the lens of key historical concepts such as: continuity and change; cause and consequence; similarities and differences and significance.

Topics are linked to high-quality fiction books to enable cross-curricular learning and allow the children to apply their historical learning to their literacy skills. As a whole school we learn about key events and historical figures on days such as: Black History Month (October), Remembrance Day (November), and other international, national and local events.

When possible, children also take part in experiential visits (or virtual visits if this is not possible) to museums and galleries including: Museum of London, the Tower of London and the Imperial War Museum to name but a few.

### Geography

Our objective for Geography education is that children develop knowledge and curiosity about the physical and human characteristics of the world, by developing:

- knowledge of diverse places, people, resources, spaces and environments;
- understanding of the processes that cause and change the human and physical features of the world; and
- geographical enquiry skills.

Geography lessons 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, fieldwork and map skills.

As the children progress through the school, their knowledge about the world will help them to expand their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

## Difference

Through the constant teaching of Humanities throughout the year we steadily raise the 'Cultural Capital' of the children of Darlinghurst. Through a combination of discrete Edison units and whole school thematic weeks the children begin to understand and develop the role that they have in becoming active citizens in our world. They develop the skills of being a good member of the community, within a group and whilst showing individual responsibility through critical thinking and working creatively. They gain the knowledge of how to look after and support one another with a sense of mutual respect and understanding.

At Darlinghurst, we know our children need the knowledge and the skills to succeed. It is a continuing process to encourage learning through experiences to best ensure that our children are prepared for the complex world they will be living in when they leave school. We offer our children a wide variety of experiences in Humanities to help them make sense of our world both in the past and present with an awareness towards the future.

## 'Achieving Excellence Together'

## Humanities Reflections

### Autumn

#### History

Our first major Humanities curriculum event in October was '**Black History Month**' which allowed the pupils to look at famous people in British Black history and their contribution to our society and the world we live in. A deeper look into both the struggles and achievements had by influential black figures, enriched the children's understanding of the impact these great people have had and do have on the wider society.

Pupils developed their knowledge of countries around the world when examining the heritage of influential figures who migrated to the UK.

Links were made to British Black history across the curriculum, from Art to writing. Pupils studied the African American painter, Alma Woodsey Thomas and were inspired to recreate her work using water colours.

In **Year 1**, pupils made buses when finding out about **Rosa Parks** and her fight to stand up for what she believed in. Pupils discussed how important this was and how she changed the way black people were treated.



In **Year 5**, pupils took a closer look at the lives of famous footballers and musicians such as **Marcus Rashford** and **Bob Marley**. The children were interested to discover how listening to music from the past helps us gain an understanding of what life was like for migrants to the UK.

In **Year 6**, pupils linked their Edison topic to the end of the war and the changes to our society, particularly with the settling of the **Windrush** generation. The contribution made to our NHS by many of the Caribbean community was celebrated and questions asked of how different life may have been without them.

During this month, parents were welcomed into school to share their heritage with the children. This sparked much discussion and interest.

### Geography

In **Year 1** pupils focused on recognition of the oceans and continents of the world and identified famous landmarks.

In **Year 2**, the **Great Fire of London** was



In **Year 3** pupils **Stone Age** to

Children looked at photographs of ancient settlements and the importance of hillforts as a means of defence. Pupils looked closely at the natural materials that each civilization used within their geographical environment to build their homes.

In **Year 4**, the children found out about Garrett Morgan and his great invention! November was an important time for reflection of the wars gone by. Across the school, pupils found out about an important time in history, creating poppies, reading poems and discussions of why **Remembrance Day** is such a significant part of our past.

**History club was set up and the children produced their first piece of historical news!**

children studied and discussed the causes of the **London** and its legacy. Pupils examined reasons why rebuilt in various ways.

learnt about ancient civilizations from pre historic the end of **Roman** rule in the United Kingdom.



## Spring Geography



In EYFS, the children have been celebrating the **local community** and their families. They have been using mapping skills in order to find **countries** on a world map to locate and pinpoint where members of their family originally came from. They created family trees with photograph, illustrations, words and sentences to explain their family stories. The pupils have been studying **globes**, looking at **atlases** and land uses such as a **farm**. Looking at various **types of homes** and **landmarks** to recognise places around the **world**.



The book '**The Window**', illustrates the **changes** from one family's window as they view **environmental changes** across a **generation** of family members. It tells the story of **land use** and how the environment and view becomes built up with **roads, homes** to the introduction of ways to help global warming and objects such as a **wind turbine** to create clean **energy**.



The **world under water** came to life as they journeyed through the **seas** and **oceans**. The **water cycle** and **precipitation** related to daily life as well as the **weather** around them. During **Eco Week**, the children explained how they could help to keep our **environment green** and **clean**. They wrote sentences and drew illustrations about throwing **rubbish** away effectively and by **litter picking** to keep **outside litter free**.

Year 1 and Year 3 have been focusing on geography topics linked to their Edison units. In Spring 1 the children in Year 1, have focused on their key question '**What can we learn about our world from stories?**' They have studied **continents** of the **world**, our **oceans** as well as different types of **materials** and their **properties**.



In Year 3, the children focused on **weather, climate** and **fossil fuels** and the effects this is having on **climate change**. The children studied the differences between **climates worldwide** to how **weather** differs in **countries** and **continents** all over the **globe**. They discussed the how they could improve or reduce our use of **fossil fuels** and better ways to create **energy** and make the **planet** more **sustainable** and **environmentally** friendly.

Pupils studied various **biomes** such as **desert, tundra** or **woodland** for example in **food chains** and their **ecosystems**. They understood the importance that every creature creates the **ecosystem** and a loss of these animals can affect the whole **environment** and creatures that are part of the **ecosystem**.



The children went into the outdoor classroom and discussed the importance of **teamwork**, sharing, reading questions carefully and working out the **co-ordinates** together to **locate** where the next question and clue would be. The children used natural resources to create **Mayan Temples** with little branches that had fallen from the school trees.



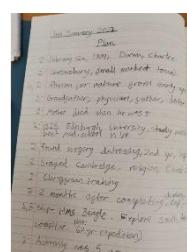
During an **outdoor learning** lesson the children used the **LLS** of **teamwork** in small groups to locate questions and objects linked to their studies of **Guatemala**. It began in the classroom with the children using **mapping skills** to locate areas of the school grounds by using **co-ordinates**. The children used clipboards and worked out the **co-ordinates**. They read the questions and answered them to complete and find areas and **landmarks** of the school field.



## History



In the spring term, pupils have made links to history within different aspects of the curriculum. In **Year 1**, pupils used dot painting to create pictures in the style of **aboriginal art**. In **Year 2**, pupils compared modes of transport across decades with a special focus on **The Wright Brothers** and their invention of the first motor-operated airplane. **Year 3** pupils took a closer look at **ancient civilisations** and found out about different settlements of the **Maya** people.



During 'The Fairground' study in **Year 5**, pupils learnt about the origins of travelling fairs and considered how these changed after the introduction of the railways. **Year 6** pupils considered 'Is there a better time to live?' looking closely at significant individuals such as **Emmeline Pankhurst** and **Charles Darwin**.

"Charles Darwin was an inspirational person because he went against the church to find out something new. This was very brave. I think that's quite admirable" Grace Year 6

## Summer

In the summer term, the school took part in Multi-Cultural Fortnight 21 which celebrated diversity and multiculturalism across the world with a particular focus on particular Commonwealth Countries.

R-The Rainbow Fish

Y1-Bangladesh

Y2-India

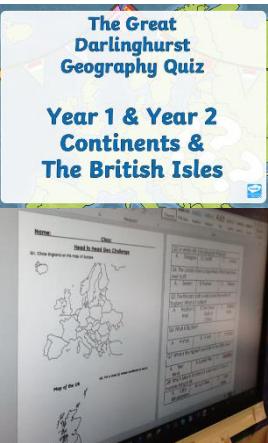
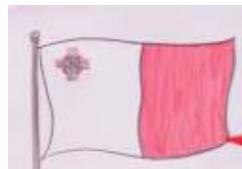
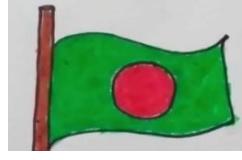
Y3-Nigeria

Y4-Malta

Y5-Bangladesh

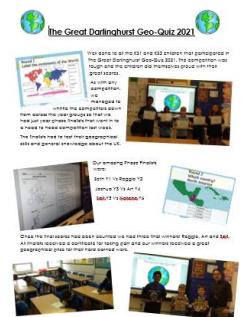
Y6-India

The first week was to begin the process of learning about the particular country such as the flag, simple greetings, numbers, geographical facts and the second week was a more immersive look at each countries culture, politics, famous people and economic development.



Following just after Multicultural Fortnight was the Darlinghurst Geo-Quiz which was a KS1 and KS2 Geography quiz that tested the children's geographical knowledge suitable for each key stage. The winners from each year group went in to a head to head with a child from each phase resulting in four final winners!

It was a great way to raise the profile of Geography, test the children's knowledge and have fun at the same time.



## Useful websites

### Geography

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

<https://www.rgs.org/>

<https://kids.nationalgeographic.com/>

### History

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

<https://www.nhm.ac.uk/take-part/try-this-at-home.html>

<https://www.dkfindout.com/uk/>

## Humanities Photo Gallery

