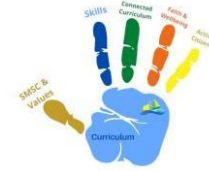




Why Humanities?



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:

- o strong understanding of chronology and historical terms;
- o historical enquiry skills and understanding the importance of historical sources as evidence; and
- o 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:

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

It was a sad start to the term as we joined in grief at the passing of Queen Elizabeth II. Pupils fondly remembered the celebrations of her Platinum Jubilee in the summer so were keen to commemorate Her Majesty and welcome in a new monarch. Pupils soon realised they may never encounter a Queen again in their lifetime. Certainly a momentous occasion.

During September, an Anglo-Saxon workshop in Southend Central Museum enabled the children to learn about Anglo-Saxon life through the medium of Art. Pupils thoroughly enjoyed this first-hand experience of visiting a museum and were fascinated to handle artefacts from long ago. The workshop continued over several weeks as children developed their curiosity through meaningful questioning and historical enquiry.

Outdoor learning and Art have focused on areas of history within their learning and are planning several further trips to the museum.

During the months of September to December, we were fortunate enough to have some parents come in and share their heritage with our children. With information about Nigeria to Trinidad and Tobago, pupils in **Year 3 and 6** listened with interest and asked thoughtful questions. Across the school, pupils



In **Year 2**, the children studied and discussed the causes of the **Great Fire of London** and its consequences. Pupils had healthy debate about

reflected on Black British society and the great achievements of some famous people, particularly those challenging the stereotypes of their time.



Once again, November was an important time for reflection of the wars gone by and those still fighting for our freedom. Across the school,

pupils found out about an important time in history, created poppy art, read poems and shared discussions of why **Remembrance Day** is such a significant part of our past. Pupils developed a greater understanding of change and continuity, not just in relation to the monarchy, but also parliament and the new Prime Ministers!



who was to blame for the fire after researching several perspectives of the same event.

In **Year 3**, pupils learnt about ancient civilisations and how their settlements changed over time. In art, links were made to how early settlers lived their lives when pupils made real cave paint using natural materials. Pupils were lucky enough to enjoy a visit from a stone specialist and identified which period of history the stones probably came from.

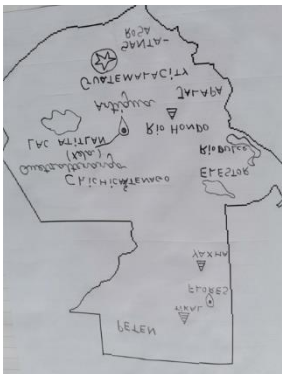


In **Year 4**, pupils studied life during the Ancient Sumer and Romans and compared this to the Vikings and Anglo-Saxons, discussing how successful their invasions were.

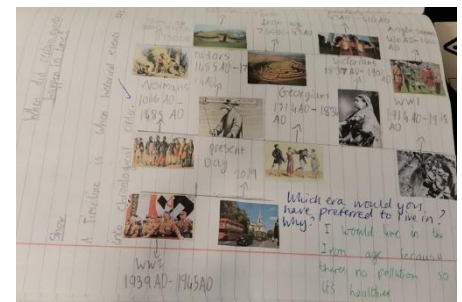
Year 5 enjoyed a WW1 workshop as pre-learning to the study of castles and how these were repurposed during the war. Pupils found out what were the causes of war and the consequences as a result. **Year 6**, took a deeper look into the impact of war including the changing role of women and the suffragette movement.



Spring

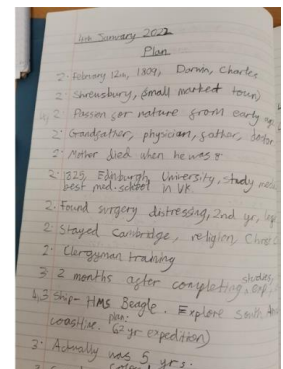


In the spring term, pupils have made links to history within different aspects of the curriculum. In **Year 1**, pupils used dot painting to create pictures in the style of **aboriginal art**. In **Year 2**, pupils compared modes of transport across decades with a special focus on **The Wright Brothers** and their invention of the first motoroperated 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 beginning of the summer term, several year groups explored the historical concepts of continuity and change. **Year 4** took a closer look at the development of railways through examining paintings from various times in history and comparing these to transport today. In **Year 5**, pupils learnt about aspects of Georgian life that have continued to the present day. Across the academy, pupils further developed historical enquiry skills through examining photographs and watching videos, posing questions to enhance their learning.

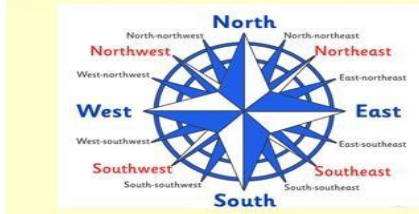
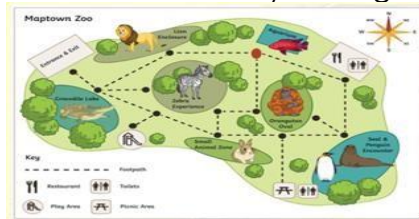
We were also fortunate enough to join Her Majesty The Queen in celebrating her platinum jubilee. Across the school, pupils engaged in developing their research, art, written and historical skills finding out about The Queen's life and her 70-year reign. From researching about the Commonwealth countries to the events that led to the coronation as well as how the nation would be commemorating this special time, pupils discovered and used these facts through all areas of the curriculum.



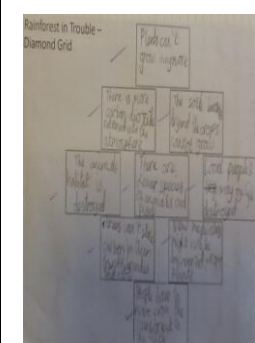
Our Platinum Jubilee Day began with the whole school coming together to sing the National Anthem - demonstrating a true sense of belonging and British Values. Each year group then presented their chosen decade through dance, song and speeches to other children in the school, as well as preparing beautiful bunting and colourful crowns to complement the picnic lunch of 'Fun and Friendship'.

Year 6 performed a re-enactment of the coronation - a perfect end to a perfect day. What a momentous occasion.

We began summer 2 learning asking the big question, what is geography? The pupil across **Year 1** to **Year 6** compared the countries of UK and Afghanistan. The topic began by studying human and physical features in our locality, the UK or destinations worldwide. The children looked at a map of the world and the United Kingdom, where they located their place of birth, discussed the languages they speak and culture that influence their lives. The children used word mats to pronounce and greet one another in a variety of language, such as Arabic, Spanish and Italian for example. They



explored a variety of maps of the UK and Asia. In the second lesson, the children learnt about the skills of orienteering. They learnt how to read a compass, coordinates and



maps to locate places. In teams, they carried out geocaching activities by reading and answering geography questions.

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|---------------|---|----------|
| rapids |  | physical |
| river |  | physical |
| road |  | human |
| school |  | human |

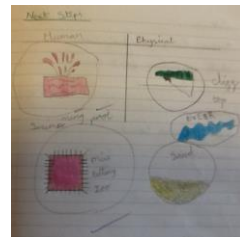
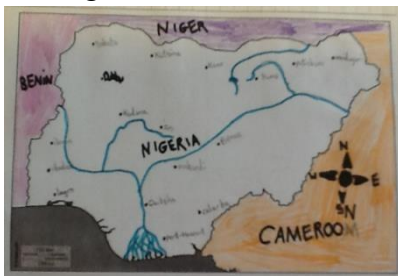


Year 2, have learnt about the seaside and the formation of different coastal features.



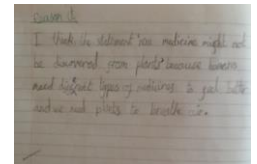
In **Year 3**, the children learnt about how we can make living here a better place. They studied types of pollution that affects the environment and how we can solve these problems for future generations. The children enjoyed a trip to Chalkwell beach, where they carried out a litter-picking task, categorised shells, studied the tides of the Thames estuary and created sand sculptures of local landmarks. We

carried out a case study of the Amazon River and the African country of Nigeria. The pupils looked at how deforestation and pollution has made an impact on forests and changes we can make for the better.



Year 4 learnt about Denmark and compared their traditions to the UK. The enjoyed a trip to Chalkwell Park where they undertook different orienteering and map reading tasks.

Year 5 learnt about the USA and compared it to life in the UK by exploring different human and physical features.



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

