

# Curriculum overview

## *Humanities*



### Our approach

We believe humanities are an important part of a child's educational diet. Our curriculum provides them with a deep understanding of the world we live in, as well as the challenges our society has overcome and those we face today. Linked to our English curriculum, our humanities lessons include the study of a rich text and use a '*text in context*' approach to learn about the setting and issues in the story. By doing this, when we introduce historical or geographical information, it is easier for the children to understand as we have provided a frame of reference. The humanities curriculum has been designed taking a whole school approach, from Reception to Year 6, so that knowledge is built on and extended as the children progress through the school.

Geography lessons are carefully structured to make sure children understand the physical geography of a place including: its locality; climate zones and physical features of the land, in comparison to the UK. Following this, we will continue with a focus on the human geography of a place including settlements, GDP, population and factors that affect it. Finally, the children will consider the symbiotic relationship between humans and their surroundings and the inevitable environmental impact this will have. This will allow the children to answer a '*Big Question*', which collates the knowledge learnt and presents their understanding of the subject.

When a class is studying history, we start with a '*Big Question*', which focusses the children on a particular aspect of a time period. This is accompanied by a timeline to develop an understanding of the chronology of a particular period. Following this, we learn about the context around our question as well as an area of advancement. This allows children to appreciate the difference between modern life and life in the time they are studying.

Our goal is to encourage our children to have inquisitive minds and to understand the world they live, beyond their own community. When they understand this, they can work collaboratively to make the world a better place by finding solutions for the issues of environmental and societal change that our world faces.

### Our reason for taking this approach

We have chosen this approach because we believe that providing knowledge of the world, both as it is now and as it was in the past, is vital for shaping understanding of the world we currently live in (and the one we want to live in). By developing cross-curricula links, we aim to support the understanding of information and issues that may be completely alien to a child living in Bromley in the 21<sup>st</sup> Century; anchoring the knowledge we teach in a high-quality text provides an important frame of reference for understanding.