



BPS HUMANITIES CURRICULUMS AT A GLANCE



Your aims and ambitions for the curriculum

We believe a high-quality History curriculum should inspire pupils' curiosity to know more about the past – through local links where possible. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background.

We feel a high-quality Geography curriculum should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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.

Know more, do more and remember more

Our curriculum and teaching has substantive knowledge planned across class groups into each unit, providing opportunities for retrieval practice of prior knowledge and vocabulary at the start of each lesson. This is made up of summative assessment opportunities such as quizzes or projects. Retrieval at the beginning of each session allows staff to be adaptive in the recall at the beginning of the next lesson to ensure children know and remember more.

Books looks show that retrieval at the beginning of each lesson is taking place through low-stakes quizzing and questions to ensure knowledge is transferred from the short term to the long-term memory. This is a result of the most recent training.

Curriculum adaptation; Access for all.

For the B20% of pupils, DP pupils and pupils with SEND, learning is adapted through scaffolds and adult support. SEND pupils access the same breadth of knowledge and learning, personalised to each pupil's SEND need. Book looks show that scaffolds and adaptations are in place and the impact of the most recent training in relation to these scaffolds.

Scope and breadth of the curriculum

The topics and themes were chosen to fulfil the requirements/coverage of the National Curriculum and linked to history/geography of the local area e.g. Mayflower Pilgrims, Chesterfield Canal, Tudors (Gainsborough Old Hall), local study etc. This is evidenced within the History Overview Document.

Our curriculum is aspirational as it leads pupils to achieve and fulfil the requirements of the National Curriculum.

This is clearly highlighted/identified in the BPS Curriculum overview documentation.

What to teach and when

Humanities are delivered on a half-termly timetable, where History and Geography are taught alternate half terms. As such, approximately 30 hours of History and Geography is taught each academic year. Given the nature of a two year cycle in a school with mixed classes, the curriculum has been planned as chronologically as possible, following the NC Programmes of Study.

The curriculum has been mapped out prescriptively in both subjects to ensure that teachers know what [disciplinary and substantive knowledge] when and where to teach their lessons, carefully following both curriculum overview documentation. Some curriculum content is seasonal e.g. Guy Fawkes.

Sequencing of learning, particularly through concepts, vocabulary and skills

At BPS, the History curriculum has been carefully sequenced so that as pupils progress, they gain a coherent knowledge and understanding about the history of Britain, and other selected aspects of world history, and how it has influenced and been influenced by the wider world. Through an understanding of, and experience of, using the methods of historical enquiry [disciplinary knowledge], we want the children to become critical thinkers, learn lessons from the past and gain lifelong analytical skills.

At BPS, the Geography curriculum has been carefully sequenced so that as pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. We want our children to enjoy and love learning about geography, not just through experiences in the classroom, but also providing opportunities for fieldwork investigation and enquiry.

Within our curriculum overview documentation, the 'tier 3' vocabulary pertinent to each unit is made clear.

Substantive and disciplinary knowledge

Our curriculum and teaching has progressive disciplinary and substantive knowledge planned across each year/class group into each unit, providing opportunities for retrieval practice of prior knowledge and vocabulary at the start of each lesson. This is made up of summative assessment opportunities such as quizzes or projects.

Staff voice and book looks show that retrieval at the beginning of each session allows staff to be adaptive in the recall at the beginning of the next lesson to ensure children know and remember more.

Responding to the locality

Since September 2023, we have developed/enhanced the curriculum even further by focussing the topics more on local area history/geography, e.g. Hull Blitz, Roman Lincoln, Chesterfield Canal, King Canute and the River Trent, Cresswell Craggs in Nottinghamshire for Stone Age, Gainsborough's role in the industrial revolution, Lincolnshire RAF bases involvement in WW2 etc.

In Geography, we have done the same linking studies/fieldwork opportunities to the local area, e.g. Willow Works, a village study and a study of Gainsborough and Lincoln.

CPD (and the impact of it)

- 4.10.22: Curriculum progression and assessment in EYFS NCC (R.B)
- 9.3.23: Curriculum design in small schools and mixed age classes. (PP/NS)
- 20.6.23: What subject leaders know and do - East Mids. Education Support Service (ED/KP/EH)
- 7.7.23: Ambitious curriculum for SEND - NCC (PP/RB)
- 4.9.23: Effective use of spacing and retrieval practice to boost classroom learning – National College (ALL)
- 5.9.23: A Practical guide to scaffolding to support Disadvantaged pupils – National College (ALL)
- 14.9.23: Subject leader action planning twilight. (ALL)
- 5.10.23: Subject leader deep dive/QA time twilight.
- 9.11.23: Phil Abbott – What subject leaders need to know - INSET training. (ALL)
- 23.11.23: Subject leader Deep Dive/QA time twilight. (ALL)

Deliberate enhancements to the curriculum

We enhance the curriculum through visitors into school and educational visits off site through visits to local museums and centres e.g. Holocaust Memorial Centre (Beth Shalom), The Collection, Lincoln, Austerfield Study Centre, Gainsborough Heritage Centre, visit from Misterton Fire Service, Mam Tor Hill visit/study, Chesterfield Canal visit, visit from Dr. Scott (Pilgrims), Museum of Lincolnshire life and Gainsborough Old Hall. We enhance further with artefacts, non-fiction texts from the Education Library Service, assemblies and through writing/whole class texts in English.

Where relevant, links are made with other subjects to deepen knowledge and to build a 'schema'.

Evidence of this is available via the school website, Floor books, the school Facebook page and within pupil's books.



BPS HUMANITIES CURRICULUMS AT A GLANCE



What checks have you completed? What have they told you? What did you do about it? What is the impact of this?

Checks:

- Humanities Book Look – 29.11.22
- Humanities Book Look – 13.3.23
- Humanities Book Look – 4.10.23 (with Humanities Governor)
- Deep Dive/QA time – 9.11.23
- Humanities Pupil Interview – 13.11.23
- Humanities Book Look – 22.11.23
- Deep Dive/QA time – 23.11.23
- Lesson observation - 28.11.23
- Lesson observation - 05.12.23
- Humanities book look – 24.1.24
- Humanities book look – 07.3.24

Findings:

- ELS documents [Medium Term Planning] are in place and make explicit the disciplinary and substantive knowledge to be taught. It also clearly explains/outlines the 'tier 3 language' taken from the BPS Curriculum overview documentation. Planning documents show clear alignment to the coverage of the substantive knowledge from the BPS overview documentation. **(4.10.23 – Humanities book look)**
- Low stakes quizzing/pre and post assessments are completed either in the book or via a Kahoot!. **(4.10.23 – Humanities book look)**
- Retrieval strategies are developing and beginning to be evidenced at the bottom of learning objectives. **(4.10.23 – Humanities book look)**
- In some classes, adaptations and scaffolds for the B20% is more clear than others - evidence of this is strongest in KS1. **(4.10.23 – Humanities book look)**
- Children are retaining the specific knowledge outlined in our History Curriculum documentation of the knowledge taught last term. **(13.11.23 – Pupil interview)**
- Children like that where possible we make links between the topic and other subjects e.g. writing, art, D & T to build a schema. **(13.11.23 – Pupil interview)**
- Pupils enjoy the enhancements made to the curriculum e.g. visits **(13.11.23 – Pupil interview)**
- Evidence of practical work in Humanities is developing and is beginning to be evidenced – both substantive and disciplinary evidence [atlases etc.] **(22.11.23 – Humanities book look)**
- Pupils feel that sometimes the 'tier 3 language' being taught is not clarified sufficiently and this can mean that they do not understand what is being explained as clearly. **(13.11.23 – Pupil interview)**
- Children feel inspired by the past and would like to visit specific historical periods which form part of our curriculum. All pupils seem keen to learn about World War 2. **(13.11.23 – Pupil interview)**
- By the end of KS2, pupils are able to explain the terms Empire, Civilisation, Parliament and Peasantry. These are all words taken from the NC programmes of Study. **(13.11.23 – Pupil interview)**
- KS2 - Evidence of retrieval practice being embedded in the beginning of lessons and revisited throughout. Pupils engage with retrieval. **(28.11.23 – Lesson observation)**
- Key vocabulary is being highlighted, discussed and embedded through targeted questioning. However, working wall vocabulary displays require development. **(28.11.23 – Lesson observation; 05.12.23 – Lesson observation)**
- Disciplinary skills developed through learning activities. **(28.11.23 – Lesson observation)**
- Evidence of scaffold and support for B20% / SEND. Evidence of challenge for more able, however this could be more concise, and vocabulary driven. **(28.11.23 - Lesson observation; 24.01.24 – Book look)**
- Retrieval practice in KS1 is not yet developed for lesson starter activities, however, strategies are used to retrieve through discussion. **(05.12.23 -Lesson observation)**
- Children enjoy practical aspects of Geography lessons, however found it difficult to define 'fieldwork'. **(25.01.24 – Pupil voice)**
- Children value learning about the country they live in and the world beyond and feel it will be important to them in adult life. **(25.01.24 – Pupil voice)**
- Work is sequentially built up and evidenced weekly in books with a balance of worksheets, practical tasks and sustained writing across all classes **(07.3.24 – Humanities book look)**
- Evidence of adaptations being made for B20% in some lessons. **(07.3.24 – Humanities book look)**
- Presentation follows agreed standard, particularly in KS2 and LKS2 **(07.3.24 – Humanities book look)**
- Planning is good, well considered and detailed across the school. Tier 3 vocabulary is explicit. **(7.3.24 – Humanities book look)**

Next steps:

- As the curriculum is still in its infancy, pupils are not yet making explicit links between the historical periods/incidents, ultimately allowing for pupils to reason/compare about history. **(13.11.23 – Pupil interview)**
- Ensure that staff make explicit and clarify the meaning of the Tier 3 vocabulary. **(Actioned 7.3.24)**
- A next step is to formulate a subject vocabulary document to ensure that we have clear progression and accuracy of the tier 3 subject specific vocabulary that is accurately linked to specific units in the curriculum plan. Additionally, begin to trial the use of knowledge organisers to be used to consolidate the essential knowledge and vocabulary.
- Ensure that there is consistency in marking pupils work and that it is of the same, expected standard as in English. This is developing as new staff adapt to the BPS policy and as staffing stabilises in C2 following the long-term absence of the class teacher, as lessons were covered by supply, but resourced and planned by school.
- Establish knowledge of key terms from the geography curriculum.
- Challenge for the most able to ensure a depth/breadth of knowledge/understanding, particularly in Year 5/6 **(22.11.23 – Humanities book look) (Actioned 7.3.24)**
- Learning environments to be developed to make use of working walls, particularly for key vocabulary **(28.11.23 – Lesson observation; 05.12.23 – Lesson observation) (Actioned 7.3.24)**
- Retrieval practice to be embedded in books across the school. Pre and post unit quizzes to be used consistently. **(05.12.23 – Lesson observation; 24.01.24 – Book look) (Improvements noticed 7.3.24)**
- Pre and post learning quizzes are embedded in UKS2, Pre unit assessments are being carried out in LKS2 and KS1. The next step is to ensure that post unit assessments are carried out across all classes. **(07.3.24 – Humanities book look)**
- Adaptations for B20% to become embedded practice across all classes. **(7.3.24 – Humanities book look)**
- Consistent marking of children's work to be actioned in KS1 and LKS2 urgently. Evidence of verbal feedback to be actioned across the school. **(07.3.24 – Humanities book look)**
- Recall questions to be embedded in KS1. **(7.3.24 – Humanities book look)**

Actions taken:

- Feedback from book looks shared with the staff.
- Outcomes of pupil interview to be shared with the staff team at staff meeting on 16.11.23.
- Feedback from humanities book look on 22.11.23 to be shared with the team at Twilight on 23.11.23.
- Feedback from observations on 28.11.23 and 05.12.23 shared with staff.
- Feedback from book looks on 24.1.24 shared with staff.

Impact of actions taken:

- To be reviewed and established at the next period of monitoring – Tuesday 30th April.