



## **The Cedar School Humanities**

### **Our hopes for a Cedar child**

#### **Communication**

Pupils will learn to develop their communication skills by engaging with a range of people and places in their school and in the wider world. They will meet and interact with adults and children from their communities and communities across the world. Pupils will hear the stories and experiences of others from across the world and across time. Pupils will develop a wide range of vocabulary to support their studies and to explain and enrich their interactions within their worlds.

#### **Empowerment**

Pupils will be empowered to interact with people places and objects to make sense of the world they live in. Real life experiences and play based learning will enable pupils to practice skills and make their learning concrete.

#### **Discovery**

Pupils will experience a range of people, places and stories of their world and the people who have and continue to live in it. They will learn through real life experiences alongside objects, photographs, picture and books as well as real life testimonies.

#### **Aspiration**

Pupils will learn to develop skills relevant to their age and stage of development. Pupils will have opportunities to develop skills to make sense of their world in the future. Where appropriate pupils will have the necessary skills to embrace formal learning and accreditation in their future education.

#### **Resilience**

Pupils will develop personal experiences to develop their own resilience to a range of people and places. They will explore the stories and worlds of people who have demonstrated resilience and will explore how and why this happened and the consequences of actions.

#### **Principles**

Our humanities curriculum encompasses History and Geography.

It is based on the key skills needed to make sense of the world

Our approach aims to increase pupil's skills throughout all 5 key stages with an increasing understanding of the world across continents and time.

We teach these subjects during 12 immersive discovery days each year.

Content in all Key stages reflects the range of people and cultures in our school, our city and our world.



Approach within developmental stages	
Pre formal stage	Pupils will work on developing targets from the Engagement profile with inspirational and exciting experiences chosen from their Key Stage in the humanities curriculum.
Semi formal stage	Pupils will work on developing early targets from the humanities curriculum through practical, real life and play based experiences. These will be in the context of inspirational and exciting experiences chosen from their Key Stage in the humanities curriculum.
Formal stage	Pupils will work on increasingly more subject specific targets from the humanities curriculum through practical, real life and more formal learning experiences. These will be in the context of inspirational and exciting experiences chosen from their Key Stage in the humanities curriculum.
Further Study	Pupils who complete the Cedar humanities curriculum could choose to study history or geography at GCSE or on other accredited courses.

Age Group	Context for learning	Examples (These are purely for example. Across each Key Stage pupils will cover a range of people and places with a variety of religious, gender and cultural identities)
Early Years and Key Stage 1	My home and my school The lifetime of myself and my family Key historical living figures from the UK	My family My school The Queen Marcus Rashford Tim Berners Lee
Key Stage 2	My city and the UK The history of Southampton and key related national events Key historical figures from the UK within the 20 <sup>th</sup> century	Tudor House The Titanic Southampton as a trade city and immigration Ghandi Southampton as a Roman Settlement Southampton in Tudor times The moon landing
Key Stage 3	The UK and Europe Key events and historical periods in the UK and Europe Key historical figures from Europe from any time period Key historical figures from the UK pre 20 <sup>th</sup> century	William Shakespeare Queen Victoria The Roman Empire The ancient Greeks Boudicca Elizabeth 1 <sup>st</sup> Charles Darwin
Key Stage 4	The UK and the wider World Key Events with a multi country impact and historic world civilisations Key historical figures from the around the world from any time period	Nelson Mandela World War 1 and 2 The Egyptians The Aztecs The suffragist movement Civil rights Christopher Columbus Martin Luther King

Level	Study skills	Direction	Human geography	Place	People	Events
4	They use single words, signs or symbols to confirm the function of everyday items from the past, [e.g. 'cup', 'bed', 'house'].			They know familiar places and what they are for, for example, park, police person, and use gestures, signs, symbols or single words to show that they know them.	Pupils recognise themselves and other people in pictures of the recent past.	They link the passage of time with a variety of indicators, for example, weekend activities, summer holidays or seasonal changes.
	They know familiar people and what they do.				Look at different pictures of the same person.	
5	They start to sort and classify objects in terms of simple features or properties, [for example, pebbles found on a local walk, according to colour or size – concrete criteria].	Pupils consolidate a sense of place and direction, [for example, they can follow set routes around familiar places]	They show their awareness of significant differences between specific human/made features of places, [for example, 'cars here' on a noisy street, 'cars gone' in the park].	They show their awareness of significant differences between specific physical/natural features of places, [for example, 'cars here' on a noisy street, 'cars gone' in the park].	Listen to different versions of the same story.	They begin to communicate about activities and events in the past, [e.g. saying or signing 'baby toys'], in response to personal items from their own early childhood.
	With some prompting or support, they answer simple questions about artefacts and buildings, [for example, identifying a bowl as being made out of wood].		They can answer simple questions about people.	They can answer simple questions about places.		Pupils know they took part in past events and they listen and respond to familiar stories about their own past
6	They use pictures or symbols to show familiar places and what they are for.	making simple plans and maps of familiar areas	They show what they think about different people and answer simple questions about people?	Pupils understand the differences between the physical/natural and human/made features of places.	Pupils recognise and make comments about themselves and people they know in pictures of the more distant past.	They recognise some obvious distinctions between the past and the present in their own lives and communicate about these, [e.g. going to a different school in the past]
	They begin to pick historical artefacts out from collections of items, [for example, identifying old plates or hand tools].			They show what they think about different environments and answer simple questions about places [ 'What can you buy here?]		

7	They sort objects to given criteria, [for example, old toys and new toys-abstract criteria].	They begin to use symbols to represent direction.	Pupils communicate their preferences about the human/made features of places.	Pupils communicate their preferences about the physical/natural features of places.	Pupils begin to recognise some distinctions between the past and present in other people's lives as well as their own.	They listen to and follow stories about people and events in the past as well as events in their own lives
	Communicates about studies using simple phrases and statements.	Can represent and record key features of a place using models or symbols.	They are aware of their role in caring for their own environment, [e.g. picking up litter].			
	Makes simple representations of their learning using words symbols or pictures.					
8	They use simple language to communicate their ideas about a variety of people places and events.	They recognise simple symbols or representations on maps and plans.	Pupils recognise the human/made features of places, [for example, identifying buildings and their uses].	Pupils recognise the physical/natural features of places.	Pupils indicate if personal events and objects belong in the past or present.	They begin to use some common words, signs or symbols to indicate the passage of time, [now/then/today/yesterday].
	They answer simple questions about a variety of areas of study.			<b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b>	Find answers to questions about the past from a range of sources e.g. pictures, museums, eye witness accounts (diaries).	They can recount episodes from their own past and some details from other historical events with prompts, [e.g. past school or local events].
	<b>Explore the natural world around them, making observations and drawing pictures of animals and plants.</b>				<b>Talk about the lives of the people around them and their roles in society;</b>	<b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b>
<b>Bold Early Learning Goals</b>	-				<b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b>	

9	They use resources given to them and their own observations to respond to simple questions about places and people.	Follow simple directions.	Name and locate different parts of the local community.	Use the local area for exploring the natural environment.	They should identify similarities and differences between ways of life in different periods.	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
	Use a range of sources such as simple maps, artefacts, photographs, magnifiers.	Draw and create their own maps using real objects, and/or pictures and symbols.	Use the local area for exploring the built environment.	<b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b>	<b>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences.</b>	
	They should use a wide vocabulary of everyday historical and geographical terms.			<b>Know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences.</b>	<b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and texts.</b>	
10	Express their opinions on people, places, stories from other times, and places.	Explore simple maps with symbols to spot features in the school grounds.	Express their opinions on built environments.	Comments on aspects of their familiar world such as the place where they live or the natural world.		They should know where the people and events they study fit in a chronological framework
	They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events	Look at signs and symbols on different types of maps for example in school, and the local community	Investigate features of the environments in the setting and immediate local area e.g. make visits to shops and parks.	Find out about the environment by talking to people, examining photographs, simple maps and visiting local places		
		Explore simple maps with symbols to spot features in the local community.		Show care and concern for living things and the environment.		
11	Use a range of historical vocabulary.	locational and directional language left and right Near and far	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	Name and identify the United Kingdom and its surrounding seas.	They should identify different ways in which the past is represented.	They should understand some of the ways in which we find out about the past.

	Use basic geographical vocabulary for physical features, including beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, season.		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.	Identify seasonal and daily weather patterns in the United Kingdom.		
End of mainstream KS1	Use basic geographical vocabulary for human features, including city, village, factory, farm, house, office, port, harbour.					
12	Ask geographical questions [for example, 'How and why is this landscape changing?', 'What is the impact of the changes?']	Use world maps, atlases and globes to identify the UK and its countries, as well as some significant areas of the country.	Understand geographical similarities and differences through studying the human geography of 2 small areas of the UK.	Use aerial photographs to recognise landmarks and basic human and physical features.		They should establish clear narratives within and across the periods they study.
	to use an extended geographical vocabulary [for example, drainage basin, urban regeneration]	Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.		Understand geographical similarities and differences through studying the physical geography of 2 small areas of the UK.		Place events from periods studied on a prepared timeline. Begin to use dates.
		Devise a simple map and use and construct basic symbols in a key.		Name the world's seven continents. Name the world's five oceans.		
13	They should develop the appropriate use of historical terms.	Use world maps, atlases and globes to identify countries, continents and oceans studied at this stage.	Understand geographical similarities and differences through studying the human geography of a small area of the UK, and of a small area in a different country.	Use plan perspectives to recognise landmarks and basic human and physical features.		They should note connections, contrasts and trends over time
	suggest appropriate sequences of investigation [for example, gathering views and factual	Locate the world's seven continents.		Understand geographical similarities and differences by studying the physical geography of a small area of		Pupils should continue to develop a chronologically secure knowledge and understanding

	evidence about an issue and using them to reach a conclusion]			the UK, and of a small area in a different country.		of British, local and world history
	They should regularly address and sometimes devise relevant questions about change, cause, similarity difference, and significance.	Locate the world's five oceans.		Identify seasonal and daily weather patterns in hot and cold areas of the world.		
	They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Locate and identify the United Kingdom and its surrounding seas.				
14	Select and use secondary sources of evidence, including vertical/ oblique/aerial photos), satellite images and evidence from ICT sources e.g. the internet.	Locate the world's countries, using maps to focus on Europe.	Investigate counties and cities of the United Kingdom, geographical regions and their identifying human characteristics land-use patterns.	Investigate counties and cities of the United Kingdom, geographical regions and their physical characteristics, key topographical features.	Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history.	Make connections across time periods.
	Collect, record and present evidence [for example, statistical information about countries and historical events e.g. data about river channel characteristics.		Investigate counties and cities of the world concentrating on their environmental regions, key human characteristics.	Investigate counties and cities of the world concentrating on their environmental regions, key physical characteristics.		Draw contrasts across time periods.
	Show awareness of a well-informed context for wider learning					
15	Use fieldwork +investigation to observe, measure, record and present the human+physical features or historical evidence using a range of methods, including sketch maps.	Locate the world's countries, using maps to including the location of Russia and North and South America,	Investigate counties and cities of the world concentrating on their environmental regions, key human characteristics and how these compare to the UK.	Investigate counties and cities of the world concentrating on their environmental regions, key physical characteristics	Pupils should identify significant events in history.	Investigate counties and cities of the United Kingdom, and understand how some of these aspects have changed over time.



	They should use historical terms and concepts in increasingly complex ways.					Analyse trends within periods and over long arcs of time
16	Analyse and evaluate evidence. Draw and justify conclusions e.g. analysing data, maps and graphs, evaluating leaflets that give different views about a planning issue.	Identify the Prime/Greenwich Meridian and time zones (including day and night).	Describe and understand key aspects of human geography, including types of settlement and land use, economic activity and the distribution of natural resources including food, and water.	Describe and understand key aspects of physical geography, including climate zones, rivers, mountains, and the water cycle.	They should understand how different types of historical sources are used rigorously to make historical claims.	They should pursue historically valid enquiries including some they have framed themselves
	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, and digital technologies.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within The Americas.	Identify seasonal and daily weather patterns in relation to the Equator and the North Pole.	Know people's values and attitudes e.g. about overseas aid, including their own, how this affects social, environmental, and political issues. Clarify and develop their attitudes about such issues.	
17	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs.	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.	Describe and understand key aspects of human geography, including economic activity including trade and the distribution of natural resources including energy, and minerals.	Describe and understand key aspects of physical geography, including biomes and vegetation belts.	Discern how and why contrasting arguments and interpretations of the past have been constructed.	Create relevant, structured and evidentially supported accounts in response.
<b>End of mainstream KS2</b>	Publishing to produce a leaflet, drawing an annotated sketch map, producing persuasive or discursive writing about a place].	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, South Poles.		Describe and understand key aspects of physical geography, including volcanoes and earthquakes.		