



SUTTON CE (VC) PRIMARY SCHOOL

Humanities Policy

Approved by staff	☐	June 2026
Approved by Governors	☐	June 2026

SUTTON CE (VC) PRIMARY SCHOOL

Humanities POLICY

Introduction

This Humanities Policy sets out the vision, aims, and practical framework for the teaching of History and Geography at [School Name] Primary. It is designed in accordance with the 2014 National Curriculum for England and the Ofsted Education Inspection Framework (EIF) 2019. The policy ensures a broad, balanced, and ambitious curriculum that nurtures curiosity, critical thinking, and cultural understanding.

It reflects the STRIVE values—Safe, Together, Respect, Integrity, Values, and Excellence—and is informed by research-based best practices in cognitive science and pedagogy. The policy excludes Religious Education, which is addressed in a separate document.

Our School Vision: Living Life to the Full (John 10:10)

At Sutton C of E (VC) Primary, our vision is for every child to 'live life to the full (John 10:10)'. We believe in nurturing the whole child, enabling all pupils to flourish academically, socially, emotionally, and spiritually. Through our Humanities curriculum, we empower children to understand their place in the world, develop resilience, curiosity, and respect for others, and to contribute positively to society.

Our curriculum is designed to inspire all pupils to reach their full potential and to embrace opportunities for growth and fulfilment in every aspect of life.

Aims

- Provide a rich, broad, and balanced Humanities education for all pupils.
- Develop pupils' knowledge and understanding of significant historical events, people, places, and processes in Britain and the wider world.
- Foster curiosity about the world, its environments, and its peoples.
- Promote mastery of disciplinary and substantive knowledge in History and Geography.
- Encourage critical enquiry, debate, and problem-solving through overarching questions and topic-based learning.
- Build pupils' chronological understanding, geographical skills, and cultural capital.
- Explicitly teach subject-specific vocabulary and develop oracy.
- Ensure all pupils, including those with SEND and disadvantaged backgrounds, access and achieve in Humanities.

- Support pupils' spiritual, moral, social, and cultural development and understanding of British values.

Statutory Requirements

- Deliver the full programmes of study for History and Geography as set out in the 2014 National Curriculum for England.
- Provide a curriculum that is broad, balanced, and promotes the spiritual, moral, cultural, mental, and physical development of pupils (Education Act 2002).
- Ensure accessibility for all pupils in line with the Equality Act 2010 and SEND Code of Practice (2015).
- Promote British values: democracy, rule of law, individual liberty, mutual respect, and tolerance.
- Comply with safeguarding, health and safety, and data protection (GDPR) requirements in all activities, including fieldwork.
- Demonstrate compliance with Ofsted EIF (2019) expectations for curriculum intent, implementation, and impact.

Curriculum Coverage

The Humanities curriculum at Sutton combines History and Geography in a spiral model, revisiting and deepening key concepts over time. Coverage includes:

- **History**
 - Knowledge of Britain's past and that of the wider world, including local, national, and global events and significant individuals.
 - Chronological understanding from ancient to modern times.
 - Thematic and comparative studies across different periods and cultures.
 - Development of historical enquiry, interpretation, and communication skills.
- **Geography**
 - Locational knowledge of the UK, Europe, and the wider world.
 - Place knowledge, comparing localities and regions.
 - Understanding of human and physical processes (e.g., climate, settlements, land use).
 - Use of maps, atlases, globes, and digital mapping.
 - Fieldwork and practical investigations to collect, analyse, and communicate geographical information.
- **Cross-Curricular Links**
 - Overarching enquiry questions each term to connect History and Geography themes.
 - Integration of literacy, numeracy, and digital skills where appropriate.

Curriculum Implementation

- **Planning**

- Long-term and medium-term plans ensure coherent sequencing and progression.
 - Knowledge organisers define core knowledge, vocabulary, and skills for each unit.
 - Overarching 'Big Questions' frame each term's enquiry, fostering curiosity and critical thinking.
 - Purposeful links are made between History and Geography and with other curriculum areas.
- **Teaching Approaches**
 - Spiral curriculum revisits key concepts with increasing complexity.
 - Lessons incorporate Rosenshine's Principles of Instruction: daily review, small steps, modelling, guided practice, and checks for understanding.
 - Retrieval practice is embedded through low-stakes quizzes, 'Do Now' tasks, and regular review.
 - Explicit teaching of Tier 2 and Tier 3 vocabulary, supported by vocabulary maps and glossaries.
 - Oracy is prioritised through structured talk, debate, presentations, and storytelling.
 - Enquiry-based learning encourages investigation, discussion, and justification of viewpoints.
 - Fieldwork and practical activities are planned regularly to enhance engagement and real-world understanding.
 - Resources are selected to reflect diversity, inclusion, and high expectations.
 - **Resources**
 - Spiral-bound curriculum documents and knowledge organisers.
 - Maps, atlases, digital tools, artefacts, and fieldwork equipment.
 - Access to high-quality texts and multimedia resources.

EYFS

In the Early Years Foundation Stage (EYFS), Humanities learning is delivered through the **Understanding the World** area of learning, alongside opportunities within Communication and Language, Literacy and Personal, Social and Emotional Development. Children develop an awareness of the past, their own communities, different cultures, people and places, and the natural world through carefully planned experiences, stories, exploration and discussion.

Whilst the EYFS follows the statutory EYFS Framework rather than the National Curriculum, our curriculum is designed to provide strong foundations for future learning in History and Geography. Children are encouraged to develop curiosity, ask

questions, make observations, explore similarities and differences, and begin to understand their place within the wider world.

To ensure consistency and progression across the school, EYFS staff use the same curriculum planning format and enquiry-based approach as the rest of the school. Learning is structured through a stepped approach, enabling children to build knowledge, vocabulary and understanding in small, manageable steps. This ensures clear progression from EYFS into Key Stage 1 and supports a coherent whole-school Humanities curriculum.

EYFS practitioners adapt activities to meet the developmental needs of young children whilst maintaining the school's high expectations for vocabulary development, oracy, enquiry and curiosity. Evidence of learning is gathered through observations, discussions, practical activities and independent exploration, demonstrating children's growing understanding of people, places, communities and the world around them.

Assessment

Formative Assessment

- Daily reviews, quizzes, discussions, and mini-plenaries to check understanding and inform teaching.
- Use of 'Do Now' tasks and end-of-lesson reflections.
- Ongoing feedback and responsive teaching.

Summative Assessment

- Periodic topic-based assessments, including double-page spreads where pupils answer overarching enquiry questions.
- Assessment of both substantive knowledge (facts, places, events) and disciplinary skills (enquiry, analysis, interpretation).
- Moderation of work to ensure consistency and rigour.

Use of Data

- Assessment data informs planning, teaching, and intervention.
- Pupil progress meetings ensure all groups, including vulnerable pupils, are supported to succeed.

Roles and Responsibilities

Role	Responsibilities
Headteacher	Overall responsibility for curriculum quality, compliance, and safeguarding.

Humanities Subject Lead(s)	Lead curriculum planning, monitoring, and evaluation; support staff; coordinate CPD; resource management.
Class Teachers	Deliver high-quality Humanities lessons; adapt teaching to meet all pupils' needs; assess and report progress.
Teaching Assistants	Support differentiated learning and inclusion; assist with fieldwork and practical activities.
Governors	Monitor curriculum provision and impact; ensure statutory compliance.

Inclusion

- Differentiation through scaffolding, modelling, and adaptive teaching as per SEND Code of Practice (2015).
- High-quality teaching first for all pupils, including those with SEND, EAL, and other vulnerabilities.
- Accessible resources and tasks; reasonable adjustments as required.
- Curriculum content reflects diversity, challenges stereotypes, and promotes equality.
- Fieldwork and enrichment activities planned to be inclusive and accessible to all.

Professional Development

- Regular CPD for staff on subject knowledge, pedagogy, assessment, and inclusion in Humanities.
- Access to external training, subject associations, and networks.
- Opportunities for collaborative planning and moderation.
- Subject leader to provide coaching, support, and updates on curriculum developments.

Inspectorate Expectations

- Curriculum intent is ambitious, broad, and sequenced for progression.
- Implementation is research-informed, with strong subject knowledge and effective teaching strategies.
- Impact is evidenced through pupils' work, discussions, and assessment data showing progression and depth.
- All groups of pupils, including disadvantaged and SEND, access and achieve in Humanities.
- Subject leadership is robust, with ongoing monitoring, evaluation, and professional development.
- Compliance with statutory duties, safeguarding, and promotion of British values is demonstrable.

Monitoring and Review

- Regular monitoring of planning, teaching, and pupils' work by the Humanities Subject Lead and SLT.
- Pupil voice and parent feedback inform curriculum development.
- Assessment data and work scrutiny used to evaluate progression and impact.
- Policy and practice reviewed annually and updated in line with statutory guidance and best practice.

Links to Other Policies

- Religious Education Policy
- Curriculum Policy
- SEND Policy
- Equality and Diversity Policy
- Safeguarding and Child Protection Policy
- Assessment Policy
- Teaching and Learning Policy
- Health and Safety Policy
- Data Protection Policy