

St. Luke's C of E Primary School 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.

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. Chesterfield Canal, Blaggs Farm, Woodlands, Church, Shireoaks Marina, Pitt Top, Shops 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 St. Luke's 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. The curriculum has been planned as chronologically as possible, following the NC Programs 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.

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 retrieval and recall at the beginning of the next lesson to ensure children know and remember more. Book looks show that retrieval at the beginning of each lesson is taking place through retrieve and recall questions to ensure knowledge is transferred from the short term to the long-term memory.

Sequencing of learning, particularly through concepts, vocabulary and skills

At St. Luke's, 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 St. Luke's, 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 2024, we have developed/enhanced the curriculum even further by focussing the topics more on local area history/geography, e.g. Rushcliff County Park (Romans), Kelham Island (Industrial revolution), Chesterfield Canal, Creswell Craggs (Stone Age), National Holocaust (WW2), Weston Park (Egyptians) etc.

In Geography, we have done the same linking studies/fieldwork opportunities to the local area, e.g. Seaside (Cleethorpes), .

The curriculum documents reflect this.

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.

CPD (and the impact of it)

Date:

15.01.25: Subject leader – monitoring curriculum progression and assessment across school (CG)

07.02.25: Pupil Voice – interview children (CG)

13.11.25: Subject leader – monitoring curriculum progression and assessment across school (CG)

13.11.25: Pupil Voice – interview children (CG)

29.01.26: Subject leader – monitoring curriculum progression, adaptations, feedback and assessment in books across school (CG)

29.01.26: Subject leader – monitoring curriculum progression and adaptations on ELS planning documents. (CG)

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, ClassDojo, Facebook and the children's topic books.

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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 – 15.01.25
- Pupil Voice – 07.02.25
- Humanities Book Look – 13.11.25
- Pupil Voice – 13.11.25
- Humanities Book Look – 29.01.26
- ELS planning documents – 29.01.26

Findings:

- 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. **(07.02.25 – Pupil interview)**
- Pupils enjoy the enhancements made to the curriculum e.g. visits **(07.02.25 – Pupil interview)**
- Evidence of scaffold and support for F20% / SEND. Little evidence of challenge for more able, this could be more concise, and vocabulary driven. **(13.11.15 – Book look)**
- Evidence of retrieval practice being embedded in the beginning of lessons. **(13.11.25 – Lesson observation)**
- 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. **(13.11.25 – Pupil interview)**
- Children are retaining the specific knowledge outlined in our History Curriculum documentation of the knowledge taught last term. **(13.11.25– Pupil interview)**
- Evidence of adaptations being made for F20% in most lessons. Y3 need to work on this. **(13.11.25 – Humanities book look)**
- Pre and post assessments are completed and progression is evident. **(29.1.26 – Humanities book look)**
- 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 ST. LUKE'S Curriculum overview documentation. Planning documents show clear alignment to the coverage of the substantive knowledge from the ST. LUKE'S overview documentation. **(29.1.26– Humanities ELS planning documents)**
- Retrieval strategies are developing and beginning to be evidenced at the bottom of learning objectives. **(29.1.26 – Humanities book look)**
- In some classes, adaptations and scaffolds for the F20% is more clear than others - evidence of this is strongest in Y2. **(29.1.26 – Humanities book look)**
- Work is sequentially built up and evidenced weekly in books with a balance of worksheets, practical tasks and sustained writing across all classes **(29.01.26 – Humanities book look)**
- Presentation follows agreed standard, particularly in KS2 **(29.01.26 – Humanities book look)**
- Planning is good, well considered and detailed across the school. Tier 3 vocabulary is explicit. **(29.01.26 – Humanities book look)**
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Next steps:

- To see Hist/Geog being taught across school.
- Staff voice – questionnaires to be sent out and collected in for March 2026

Actions taken:

- Lesson observations March 2026

Impact of actions taken:

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History Curriculum			
Class	Autumn Term	Spring Term	Summer Term
Foundation	Family customs & celebrations	Significant events from own experiences	Now and the past – Dinosaurs/Transport/Holidays
Year 1	Guy Fawkes	Explorers	Caring People
Year 2	Great Fire of London	Walter Tull	Childhood: Then & Now
Year 3	Stone-Iron Age	Anglo-Saxons	Vikings
Year 4	Roman Empire	Local History: Chesterfield Canal	Mayan Civilisation
Year 5	Ancient Greece	Ancient Egypt	Tudors
Year 6	The Industrial Revolution	World War II	The Windrush

Geography Curriculum			
Class	Autumn Term	Spring Term	Summer Term
Foundation	Comparing Shireoaks	UK & The World	Maps, features of places & navigational language
Year 1	Wonderful Weather	Map Skills	Sun, Sea & Sand
Year 2	Where we live (UK Study)	Continents, Oceans & Arctic Adventures	A Land Down Under
Year 3	Shireoaks: Local Studies	Conservation of Bees	Scandinavia – Vikings Link
Year 4	Europe	Mountains & Rivers	Rainforests
Year 5	Biomes & Ecosystems	The River Trent	Extreme Earth
Year 6	Economic Activity of the UK	Map work (UK)	The Caribbean

Extra Curriculum: Trips (visitors into school)

FS – Local village walk (Comparing Shireoaks)

Year 1 – Western Park (Wonderful weather), Seaside (Sun, Sea & Sand), Ambulance into school (Caring people)

Year 2 – Deep (Continents, Oceans & Arctic Adventures)

Year 3 – Jorvik (Vikings), Bee Keeper comes into school - Mr Cushing (Conservation of Bees)

Year 4 – Local visit walks (Local History), Leeds imperial museum (Roman Empire)

Year 5 – Western Park (Ancient Egyptians)

Year 6 – Kelham Island Museum (Industrial Revolution), Holocaust Centre (WW2)