

HUMANITIES at DULWICH WOOD

Curriculum

At Dulwich Wood, we believe that History and Geography should be taught simultaneously; a concept of a particular time is always contextualised by a concept of a specific place.

We ensure that throughout our teaching of historical events, an understanding of chronology is embedded through the use of timelines to show time as linear.

Children will develop their questioning skills by asking specific enquiry questions throughout each topic, which are used to focus the area of study.



We promote the development of critical thinking and reasoning skills through analysis of evidence and evaluating the provenance of particular sources.

Map skills are taught progressively across the school, providing exposure to different types of maps, for example: political, physical, topographic, climatic, road and ordinance survey maps.

Intent

The intent of our humanities curriculum is to develop the children's knowledge of historical periods, events and significant individuals.

We aim to progressively build on the children's concepts of chronology, enabling them to make increasingly complex links between time and place.

Our goal is to develop a creative, child-led way of assessing humanities.

Children learn key facts and concepts alongside skills such as how to analyse and evaluate historical evidence, how to empathise with people from different eras and how to compare and contrast life in different periods.

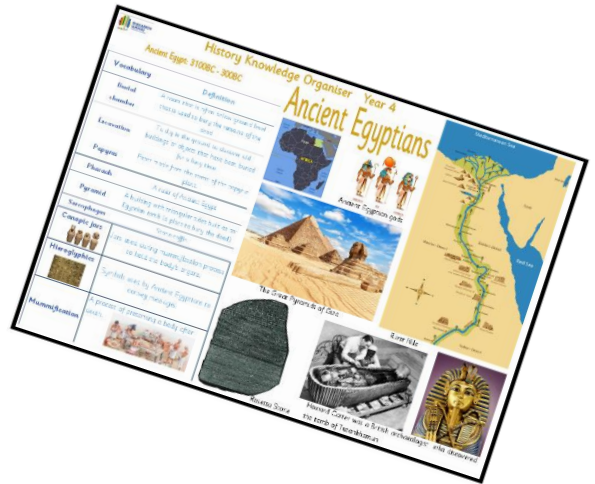
Children's geographical learning starts with the familiar and slowly builds outwards from the local area - the school, then Dulwich, to London, to the UK, to Europe and beyond. Their understanding of how their local area fits into the wider world is therefore gradually accrued.



Implementation

In order to deliver good quality history and geography lessons, we have ensured that:

- timelines are created and used across all humanities topics – within specific learning objectives, as support resources and for learning environments;
- there is consistent reference to general and specific time periods (ancient/modern/1800s/twentieth century/etc);
- primary sources are used where possible – photographs/physical resources
- staff training sessions enhance and support staff subject knowledge across the curriculum;
- progression maps show clear progression in both history and geography across all year groups;
- the curriculum lead models best practice, and has created adaptable resources
- each unit is supported by a 'knowledge organiser' which details the key facts, vocabulary and skills for each unit.



Impact

The ultimate goal for our humanities curriculum is for children to develop a sense of chronology rooted in their understanding of the geography of our planet and the consistent use of vocabulary related to periods of time.

In order to achieve this, we ensure that staff are confident in planning, teaching and assessing humanities lessons, and that there is clear progression across the school.

