



Holy Trinity Church of England Primary School

Excellence in how we worship, learn and work together



Holy Trinity Humanities Portfolio



Dan Brooks



Humanities at Holy Trinity

Background

Humanities has always been a key part of school life at Holy Trinity School.

Geography and History are interwoven throughout our 6 pathways, with some lessons being taught discreetly. These subjects provide an important opportunity for pupils to develop their sense of identity, their heritage, how important events and processes have shaped the world so they can go onto to become knowledgeable and skilful global citizens.

Term 1	Term 2	Term 3	Term 4	Term 5
What makes a good film?	What makes a good film?	How do rivers change our landscape and lives?	How did we get here?	How did we change?
Ancient Greece (history and mythology) Location of Greece and other countries in Europe	Ancient Greece (history and mythology) Location of Greece and other countries in Europe	Egypt – the achievements of the earliest civilizations Features of a river	Changes in Britain from the Stone Age to the Iron Age Rocks	A study of or theme in history that pupils' chosen knowledge 10 Lon
Journey to the Sahara Fiction Diary Text file	Jason and the Argonauts (film) Reading: Non-fiction Writing: mythical story – language play	Flat Stanley: The Great Egyptian Grave Robbery Reading: Poetry Writing: adventure story/Authors and Letters / Report	The Iron Man Reading: Fiction Writing: Play or dialogue / Shape poetry	My secret Flossie Writing: I text / Ne Rep
Number – Multiplication and Division Measurement Light and Shadows	Number – Multiplication and Division Measurement Light and Shadows	Number – Multiplication and Division Measurement Measurement Animals including humans	Number - Fractions Consolidation	Number - Geom Properties Measu Magnets
The Jewish way of life Christmas: Gifts Ray Harryhausen	The Jewish way of life Christmas: Gifts Ray Harryhausen	Sikhism	Rocks and Soils Sikhism Easter: Events	Sikh
Clay / Plasticine models (for stop motion animation) Creating media - Animation	Clay / Plasticine models (for stop motion animation) Creating media - Animation	Calligraphy and hieroglyphics	Cave Paintings (Charcoal / chalk)	Blitz sil inspired P coll
Creating media - Desktop publishing	Creating media - Desktop publishing	Data and information – Branching databases	Program Sequence	



Humanities at Holy Trinity

Our History

At Holy Trinity, it has always been our aim for all our children to leave school with an instilled love of humanities. Humanities originally consisted of geography and history studies but has now transformed into a core piece of our curriculum and a heightened focus on living sustainability.

Representative of our community which we serve we have traditionally celebrated and marked Black History Month with a school wide programme of learning culminating in a celebration which we call 'International Day.'





Humanities at Holy Trinity

Intent

Our aim has always been to provide a broad, balanced and inclusive Humanities curriculum. We have sought to provide immersive and rich experiences that cater to all pupils and promote inclusivity.

This has been further demonstrated by the adoption of humanities as a central core of our new curriculum.

The teaching of humanities, in both cross-curricular and discrete activities is clear in our new curriculum map. The curriculum map and humanities focuses can be seen in the photo on the right which shows a range of topics from local geography, the role of rivers in London to understanding the geography and history behind the food which we eat.

Term 1: Journeys Through Time, Place and Mind	Term 2: The Power of the Arts	Term 3: In The Beginning...	Term 4: Let's Discover...?	Term 5: The World Within	Term 6: Healthy Living, H
Subject Focus: Geography/PSHE	Subject Focus: The Arts (Art & Design /Dance/Drama/Music)	Subject Focus: Science/Geography/RE	Subject Focus: History/D&T	Subject Focus: Geography	Subject Focus: Science/PE
<ul style="list-style-type: none"> Black History & impact of multiculturalism (History) British Values Map work, coordinates & compasses Personal journeys (Being Me Jigsaw) Settlement & Migration 	<ul style="list-style-type: none"> History of art Cultural awareness & development (British Values) Identity & self-expression (Personal Development) Presentation & performance skills – oral/stage Careers opportunities 	<ul style="list-style-type: none"> Environmental studies & the Green Planet Nature, habitats & water cycle Creation stories around the world The power of words – debate, campaigns and positive affirmations 	<ul style="list-style-type: none"> Inventors & Inventions (Black History) Global discoveries & world exploration Motivations for discovery Critical thinking- Generating ideas and asking 'why?' Digital & media development 	<ul style="list-style-type: none"> Human geography of London History of London Settlement & migration Identity & citizenship Transportation & tourism Comparing geographical localities Landmarks & buildings 	<ul style="list-style-type: none"> Physical and mental development Wellbeing through sports Sports science and investigation Historical & modern sporting personalities Making positive & healthy choices Healthy eating, designing menu cookery
Reception Who do you think you are? Identity & Family relationships and heritage	Reception What is an animator? Exploring stories through animation - The Stickman by Julia Donaldson	Reception Is it Alive? Observe, explore, predict, think and talk about properties of when something is alive	Reception What was the first form of transport? Exploring different forms and uses of transport through the ages, including the design & model making of transport	Reception Who keeps London safe and great? Understanding the jobs and roles of people who serve us - NHS, police, fire people, ambulance drivers and transport workers	Reception What is a healthy life? Knowing and understanding the key components of a healthy life style in diet, fitness, sleep and feelings
Year 1 Is Britain a cool place to live? A human & physical geographical study of the local area	Year 1 What makes a good classical performance? Perform, listen to, review and evaluate classical music – Carnival of the Animals	Year 1 Who first walked on our planet? Identify the first living creatures and the climatic conditions- Ice Age and dinosaurs	Year 1 What is it made of? Investigate and explore the purpose of everyday materials. Study of inventors and inventions of everyday materials.	Year 1 Do we need parks? A study of the local green areas that serve the community through past and present- Brockwell Park	Year 1 Where does our food come from? Understanding and investigating the our food and making healthy choices- farming to supermarkets
Year 2 Where are we on the map? Concept of local community and role of Holy Trinity Church	Year 2 What makes a good ballet? Perform and learn simple movements & a study of the history of ballet- The Nutcracker	Year 2 How can you help save our oceans? Investigate the sea life of our oceans and the impact of pollution and explore solutions – Marine & environmental conservation and pollution	Year 2 How has flying changed our lives? Explore and investigate how great inventors have impacted the world of travel – Leonardo de Vinci	Year 2 Would London exist without the River Thames? Understanding the impact and importance of rivers on settlements and significant historical events – River Thames & The Great Fire of London	Year 2 How and why does our food come from countries? Knowing and understanding the transportation and importing of food source of food - The Journey of Food
Year 3 Who's moving in? Who's moving out? Types of settlements, economic activity, cultural places of interests and movement of people in Britain	Year 3 What makes a good film? Explore & develop film techniques & storyboarding - Jason & the Argonauts (Ray Marohammadi)	Year 3 How do rivers change our landscape and life's? Investigate the impact of water on settlements- River Nile: history of & life by the river	Year 3 How did we get here? To know and understand the innovative contributions of early primitive humans – The Stone Age	Year 3 How did the Blitz change London? Understanding the impact and importance of significant historical events on settlements – The Blitz	Year 3 How can we be Healthy Inside & Out? Understanding and exploring different ways of keeping healthy and fit – Physical fitness and mindfulness
Year 4 Is Great Britain Built to Last? Causes and effects of immigration linked to the rise and fall of the British Empire and establishment of The Commonwealth countries	Year 4 What makes a good architect? Study of great architects and develop drawing & design skills and sustainability in architecture - Norman Foster	Year 4 Why is water so special? The study of the water cycle – river pollution and water as a renewable energy	Year 4 Has new technology improved the way we communicate? Exploring and understanding early forms of communication to modern technologies and the digital age. The study of significant inventors – Avi Levelace	Year 4 Is London a Roman city? Understanding events leading up to the capture of Britain and investigating how London was established by the Romans and their legacy of Roman culture - Londinium	Year 4 What makes an inspirational Sports Heroine/heroines – Jesse Owens
Year 5 What makes the wheel of London turn? A study of Wind Rush & how immigration impacted on the infrastructure of London – LT & NHS	Year 5 What makes a good artist? Study of great artists and develop drawing & painting skills and art history & evaluation – Vincent Van Gogh	Year 5 How do we know the climate is changing? Examine and investigate climate zones and weather patterns - climate change & it's effects	Year 5 Is there life on other planets? Understand and investigate Earth and space and significant people who have led space exploration – Mae Jemison	Year 5 Does the underground unify London? Understanding the growth of transport systems and its impact on settlements, culture and tourism – the London Underground	Year 5 How can we improve our fitness? Investigating and understanding the importance of physical fitness for different purposes in everyday life and the sports – the heart and fitness
Year 6 - Are you only free when you can do what you want? A study of the world's countries of the Transatlantic Triangle and the economic & trade links with the movement of people linked to concept of freedom	Year 6 What makes a good play? Study of the performing arts and drama techniques – Hamlet and Shakespeare	Year 6 Is it too late to prevent climate change? Explore and problem solve the solutions to climate change - climate change & it's possible solutions	Year 6 SATS Prep British History focus – Invaders & Settlers – Vikings & Anglo-Saxons in Britain	Year 6 How has London changed after challenges? Understanding and exploring the impact of key events on settlements and infrastructure – Post WW2 and the rebuilding of London	Year 6 Is the brain the most important organ? Understanding the importance of the brain and its impact on us as individuals in a world around us - The brain and metacognition



Humanities at Holy Trinity

Implementation

As a result of our clear intention to place humanities as central to our curriculum, humanities is seen across school life.

Some examples include:

1. Displays linking the forced movement of people as part of the 'slave trade'
2. <https://www.theparliamentaryreview.co.uk/organisations/holy-trinity-ce-primary-school>
An article on how we use humanities to help support pupils in their everyday life
3. A wide range of activities and work engaged in and produced by pupils
4. A range of focused visits to local museums, sights and landmarks.

Black History Month

Yr1 Pupils learning all about Jamaica, with some drawing the Jamaican flag using iPads.



Yr2 enjoyed a day out at Adams Ethiopian Restaurant for a mouth watering food tasting session as part of Black History Month.



Learning in focus



Lynx Class brought the famous Romans vs Celts rivalry to Tulse Hill this week as part of their topic studying London in history. Did you know that the Romans created London, calling it Londinium, in 43AD? Super work, Lynx!



Humanities at Holy Trinity

Implementation

Our curriculum in practise can be seen in the photos on this page

Outdoor Learning

A selection of Year 3 and 4 students had an amazing morning learning about navigation. They were able to navigate themselves around the landmarks of Brackwell Park.



Year 1 Brackwell Park watercolour painting inspired by an unknown artist.

PIC•COLLAGE

*The world within London.
Children in Year 1 have been thinking about why we need parks!*



The second night, thousands of bombs fell on the city. The Blitz was the most intense period of the Blitz. The Blitz was the most intense period of the Blitz. The Blitz was the most intense period of the Blitz.

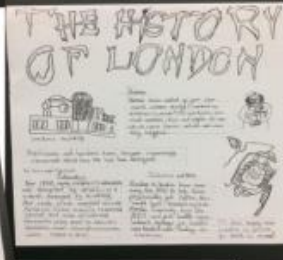
Leopard Class watercolour paintings inspired by a descriptive narrative about the Blitz!



**English & Art Work for Leopard (Yr6) Topic
The World Within London
Rebuilding London after the Blitz.**



**Leopard Class News!
Why did London need to be rebuilt after the Blitz?**



PIC•COLLAGE



Humanities at Holy Trinity

Impact

- The skills developed, practised and challenged are assessed by teachers every half term using assessment sheets targeted at different strands of humanities learning
- These assessments are in the three strands to help staff and pupils understand further-core, enhancing and deep

I know ...		I can...						
NC	Knowledge	Pupil	Adult	NC	Skill	Pupil	Adult	
CORE	H2i	That the kingdom of Benin began in the 900s when the Edo people settled in the rainforests of West Africa.			CORE	Devise a question about the Benin Civilisation/ empire		
	H2i	By the 1400s they had created a wealthy kingdom with a powerful ruler, known as the Oba .				Research the question and understand the impact on the people's lives		
	H2i	Gradually, the Obas won more land and built up an empire. They also started trading with merchants from Europe.				Describe what led to the Benin's involvement in the Trans Atlantic Slave trade		
	H2i	For 200 years Benin was very successful, but in the 1600s the Obas started to lose control of their people.				Understand what happened to the people of Benin.		
H2i	By the 1800s Benin was no longer strong or united. The kingdom came to a sudden end in 1897, when a British army invaded and made it part of the British Empire.				Know when Benin became part of the British Empire.			

I know that...				I can...			
NC	Knowledge	Pupil	Adult	NC	Skill	Pupil	Adult
CORE	I know where Africa is on a map			CORE	Recognising continents & countries		
	I know where the River Nile is in Egypt				To use an atlas to find land marks		
	I know why people settled near rivers				To research the importance of the River Nile in Ancient Egypt		
ENHANCING	I know that all rivers lead to seas and ocean			ENHANCING	To research and record information		
	I can find Egypt and places of interest				To use an atlas with confidence for countries, capitals and cities.		
	I know and can discuss facts about the river Nile				To retain facts from research and reading		
DEEP	I can talk about other rivers other than the Nile and the Thames			DEEP	To use an atlas to find common features of rivers		
	I have a detailed knowledge of Africa and Egypt and can find out about them				To learn, retain and communicate facts about the Nile in Ancient Egypt		

Year 4 Impact Indicators
Curriculum Pathway: In the beginning
Geography/Science
Vehicle for learning: Why is water known as the wonder liquid?
"Knowledge + Skills = Progress"

I know ...				I can...			
NC	Knowledge	Pupil	Adult	NC	Skill	Pupil	Adult
G2e	The water cycle describes the movement of water throughout Earth's surface, atmosphere and underground.			CORE	G2i	Draw and label the water cycle.	
G2e	Water is constantly moving from one place to another.				G2i	Describe the process of the water cycle.	
G2e	That the process of the water cycle involves evaporation, transpiration, condensation and run off and is a closed cycle.				G2i	Able to label and describe the different stages.	
G2e	The sun powers the water cycle				G2i	Able to explain how the sun powers the water cycle causing evaporation	

Year 1 Impact Indicators
Curriculum Pathway: Journeys Through Time, Place and Mind
Geography
Vehicle for learning: Is Brixton a great place to live?
"Knowledge + Skills = Progress"

I know...				I can...				
NC	Knowledge	Pupil	Adult	NC	Skill	Pupil	Adult	
CORE	G1c	The location of Brixton in London			CORE	G1g	Use maps and digital maps	
	G1i	Identify different landmarks in Brixton				G1g	Use maps, photos to identify landmarks	
	G1i	Locate the landmarks are in Brixton				G1h	Use maps, directional language to identify where landmarks are	
ENHANCING	G1j	Identify different types of people live in Brixton			ENHANCING	G1f	Use key human features to identify places and job roles	
	G1i	Plot and label key places on a map of Brixton				G1i	To construct basic symbols and devise a simple map	
	G1h	Describe direction and location of places in Brixton				G1h	Use directional and locational language to describe where something is	
DEEP	G1j	Describe different jobs people do and why they come to Brixton			DEEP	G1f	Use key human features to identify places and job roles	
	G1c	That Brixton has differences and similarities to other places				G1c	Comparing similarities and differences to non-European	



Humanities at Holy Trinity

Impact

- The impact of the humanities curriculum and the intention by the assistant head (Lesley Saddington) is seen in how it was received in a national educational magazine.

Creating a curriculum with culture at its core

We don't always question why we teach certain things, but a curriculum review provides the perfect opportunity to do just that. **Lesley Saddington** discusses the steps she took.



Lesley Saddington has revised the curriculum to make the topics more relevant to her students.

It was a bold and, depending on your point of view, controversial move. Tasked by former head teacher Lucinda Haughton with redesigning the curriculum, Lesley Saddington dropped a topic taught at her school for more than 20 years.

"The Great Fire of London is a great subject, and I had taught it for five years in year 2, but we felt it wasn't really relevant for our children," explains Lesley. "We might expect children to feel like they belong to a city like London, but often they don't feel like they're Londoners."

Half of the pupils at Holy Trinity Church of England Primary School, in south London, where Lesley is assistant head, have English as an additional language. A high proportion are Portuguese and Spanish speaking. Three quarters are of Black African-Caribbean heritage.

Introducing a curriculum reflecting the pupils' cultural and socio-economic backgrounds – many come from low-income homes – was a priority. As important, of course, was making sure topics were interesting and engaging. "We also wanted to broaden and deepen learning because we felt some

of the foundation subjects had not been taught as well as the core subjects," explains Lesley. "Our aim was also to look more in-depth at the long-term picture – the skills, knowledge and attributes the children will need when they go onto secondary and into the job market, to enable them to be successful."

That was in 2018. Then the work began. Topics were reviewed and taken apart, elements of some kept – just one aspect of Ancient Egypt, the River Nile, is now studied – while others, such as the Great Fire of London, were dropped. Children were asked what they

wanted to learn about, what interested them. Teachers, who like parents and governors were also given a say, held workshops with children to find out.

Discussions, technology, filmmaking and special effects now all have a place on the curriculum, which took a year to plan. A term is given to The power of the arts, where children learn about animation in reception, classical music in year 1, ballet in year 2, filmmaking in year 3, architecture in year 4, fine art in year 5 and drama and the performing arts in year 6.

"We were conscious of improving our children's cultural capital. They've loved learning more about the arts," says Lesley. "Our country is so skilled in the arts but in schools that's now really shut down."

The power of the arts is one of six pathways in the new curriculum. The other five are: journeys through time, place and mind; in the beginning; let's discover; the world within London and healthily living, healthy minds.

Starting in reception, the journey through time, place and mind pathway begins with children finding out more about their family and identity, then in year 1 they head into nearby Britain on a quest to find out is Britain a cool place to live? As they move through their time at Holy Trinity, children's learning broadens from a study of their neighbourhood to the wider world, the contribution of the

Windrush generation in London, ending in year 6 with a focus on the concepts of freedom and slavery.

Notable Black figures are included, among them African-American artist Bessie Coleman, who is studied in the year 2 topic how flying changed our lives. And in year 6 pupils learn about Ottobah Catesby, a west African slave who went on to become a writer and then abolitionist in the US and Britain. "We wanted to give children positive role models," explains Lesley.

Thinking about the curriculum content and its relevance has been paired with a fresh approach to delivery. Teaching is more creative too. Teachers' questions are more open-ended, their lessons more interactive. Topics begin with a question and then children launch their 'lines of enquiry', which often take them outside of the classroom, and into their neighbourhood and beyond.

"The more learning we have outside school, the more the children are able to remember. It's immersive and a much more rounded way of learning," Lesley believes. "It contextualises learning and it makes it more meaningful."

It also builds independent learning, helping children develop early some of the skills they will need in later life, she says, adding that problem-solving topped a recent list of the skills sought by the

"CHILDREN ARE INTERESTED FROM THE VERY START"



DROPPING a topic about a major historical event might raise an eyebrow in certain parts of the education world, but even if I had been here at the time (David joined the school in March) I would have backed that decision absolutely.

It is a very popular topic, but it feels so far away, and we were finding at times that children weren't engaged. Behaviour for learning was suffering because some of the topic content wasn't engaging for them or relevant. Children are now learning about things that they know and care about. The leadership team felt the curriculum has had a massive impact on behaviour for learning. Children want to learn because they're interested from the very start.

As long as we are covering the appropriate skills and knowledge that the children require, these are a plethora of ways you can teach and deliver them.

world's top 20 CEOs, while creativity and collaboration were also prized.

It is just over a year since the new curriculum was introduced and work in the topic books is much broader. There have been improvements in vocabulary, says Lesley, with children using more tier 3 words, such as empires and immigration, rather than just everyday tier 2.

There are fewer problems with behaviour and disengagement, too. "Teachers say the children are really immersed in their work," smiles Lesley.

HOW I... DEVELOPED A NEW CURRICULUM

- Curriculum audit - what works, what doesn't? Does it fit our pupils? What's important for our parents, for the whole school community?
- Inform parents and coaxes the curriculum is changing.
- Staff meetings to discuss what are our children's barriers to success? What type of curriculum will eradicate these barriers?
- Develop and build a profile of a year 6 pupil, as a learner and a citizen (led by the school council team).
- Research common school themes for the



- curriculum - link to skills/knowledge/disposition = learning goals
- We want our children to be able to:
 - analyse/hypothesise/predict
 - obtain meaningful knowledge in depth
 - develop critical thinking skills
 - be able to reflect, evaluate and assess
 - develop oracy and debating skills
 - develop a passion and curiosity for learning

- Whole school assembly on what new topics children would like to learn. Plus a workshop in class, teaching staff share their wish list.
- Whole school staff decided on the framework for the structure.

Enrichment/ Enhancement activity highlight



Year Four pupils visiting City Hall while learning about the architecture of London

A whole-school approach to residential visits

Our unique approach to educational visits enriches the learning experiences for our children and enhances their personal and social development.

First of all, we want to give our children the opportunities to visit places of interest that are available to them locally and beyond.

Secondly, we want to focus on developing geographical knowledge and associated aspects of the national curriculum through contextualising the learning in real and purposeful experiences. This transitions well into personal development as well as spiritual, moral and cultural understanding.

This starts in reception, with something as simple as the class visiting the local park. In year 1, we go further afield visiting places near to the school as a supplement for developing outdoor learning. Year 1 pupils visit historic locations within Brixton to gain a better understanding of their surroundings. This gets children used to leaving school with a clear purpose for learning as well as exploring and appreciating their locality.

<https://www.theparliamentaryreview.co.uk/organisations/holy-trinity-ce-primary-school>





Thank You!

Dan Brooks



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Excellence in how we worship, learn and work together