

Humanities at Lisvane

History

History in the *Infant Department* (Key Stage 1) sees pupils learning about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

History for the *Juniors* (Key Stage 2) requires pupils to learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Geography

Geography in the *Infant Department* (Key Stage 1) has pupils investigating their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

Geography for the *Juniors* (Key Stage 2) sees pupils investigating a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

Religious Education

Religious Education has a distinctive status in the school curriculum and the aim at Lisvane is to help pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain;
- enhance their spiritual, moral, cultural and social development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them;
 - responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience;
 - reflecting on their own beliefs, values and experiences in the light of their study;
- develop a positive attitude towards other people, respecting their right to hold beliefs different from their own, and towards living in a society of diverse religions.

Learning about religions

This includes the ability to:

- identify, name, describe and give accounts, in order to build a coherent picture of each religion;
- explain the meaning of religious language, stories and symbolism;
- explain similarities and differences between, and within, religions.

Learning from religion

This includes the ability to:

- give an informed and considered response to religious and moral issues;
- reflect on what might be learnt from religions in the light of one's own beliefs and experience;
- identify and respond to questions of meaning within religions.

PSHE and Citizenship

During Key Stage 1, pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

During Key Stage 2, pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.