

### **VISION**

To provide a rich a varied learning community where all children reach their potential.

### **INTRODUCTION**

Humanities is a combination of History and Geography. The fundamental skills, knowledge and understanding of the subjects are set out in the National Curriculum where they are categorised by their aims.

#### **History:**

- Chronological understanding
- Knowledge & understanding of significant aspects of the history of the wider world.
- Gain and deploy a historically-grounded understanding of abstract terms.
- Understand historical concepts such as continuity and change etc.
- Historical enquiry
- Gain historical perspective.

#### **Geography:**

- To develop contextual knowledge of the location of globally significant places.
- Understand the processes that give rise to key physical and human geographical features of the world.
- Be competent in the geographical skills needed to:
  - Collect, analyse and communicate.
  - Interpret a range of sources of geographical information.
  - Communicate geographical information in a variety of ways.

### **AIMS**

#### **History:**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

- It will inspire pupils' curiosity to know more about the past.
- It will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- It will help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

#### **Geography:**

A high-quality geography education 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.

- It will 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.
- 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.

The following quotes inspire the teaching and learning in these areas:

*'How do you know who you are unless you know where you've come from? How can you tell what is going to happen, unless you know what's happened before? History isn't just about the past. It's about why we are who we are – and about what's next.'*

Tony Robinson, actor and television presenter.

*'What is our knowledge worth if we know nothing about the world that sustains us, nothing about natural systems and climate, nothing about other countries and cultures?'*

Jonathon Porritt, Forum for the Future.

## **SKILLS AND ATTITUDES**

By careful planning of a range of different topics, we ensure that the children's skills and knowledge and understanding gained in the Foundation Stage and at Key Stage 1 will be developed, consolidated and extended during Key Stage 2. The knowledge, content and skills of humanities in the National Curriculum will be introduced throughout both key stages in a progressive and coherent way through a selected range of topics.

## **FOUNDATION STAGE-**

We teach humanities as part of one of the six areas of learning, Understanding the world: people and communities and the world. As the reception class is part of the foundation stage of the National Curriculum, we relate the scientific aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world around them. Activities are carefully planned so that they encourage exploration, experimentation, observation, problem-solving, prediction, critical thinking, decision making and discussion.

## **SCHEMES OF WORK**

We follow the National Curriculum programme of study and plan themes that incorporate humanities.

## TEACHING METHODS

We use a variety of teaching and learning styles in humanities lessons. Our main aim is to develop the children's knowledge, skills and understanding of historical and geographical themes. We organise our humanities lessons that offer children opportunities to learn in different ways. These include:

- Whole class teaching.
- Group, paired or independent work.
- Use of ICT resources.
- Studying artefacts.
- Research and explorative work.
- Workshops.
- Providing as many cross-curricular links as possible.
- Fieldwork and educational visits (each class undertakes at least one educational visit per term which plays a vital part in enhancing their learning).

Our teaching is:

- Discursive
- Interactive
- Well-paced
- Confident
- Ambitious

## DIFFERENTIATION

Humanities is planned to give children a suitable range of differentiated activities appropriate to their age and ability. Tasks will be set which challenge all children and extend the more able.

## INCLUSION (SEN, G&T, EAL):

We aim to provide a culture that reflects our distinctive Christian ethos; a culture that ensures an ethos and environment which is a safe, welcoming place. Christian values are practised that centre on the uniqueness of individuals, their worth, potential and the need for inclusion in an accepting cohesive Christian community.

Work is diversified and differentiated to allow learners to experience success at their optimum level and targets a range of learning styles that include visual, auditory kinaesthetic formats. *CROSS-CURRICULAR LINKS*

Humanities lends itself to being delivered through other subjects. The following are some effective links that can be made:

Literacy:

There are several links that can be made with Literacy units. Topic word banks can be used to enhance the children's writing. Children use writing frames and opportunities are given to write in several different styles. They are encouraged to use non-fiction books to research information. Children are stimulated through stories linked to topics for example, Anne Frank.

Numeracy:

There are several links that can be made with Numeracy units. Children use their mathematical skills to access skills involved in locating coordinates and plotting key features on maps. They are given opportunities to make accurate measurements and record their work in a table or a graph.

Science:

Some topics lend themselves to strong cross-curricular links with Science such as investigating their local environment and the water cycle. Children are also given opportunities to research plants and animals found in other parts of the world such as the rainforests.

ICT:

Children are given opportunities to use ICT to record their work in a variety of ways. They can use CD-ROMs, the internet and other databases to research and locate information. Children are encouraged to make use of video equipment and digital cameras to enhance both written work and presentations. Interactive white boards are used in all classrooms to support learning.  
(See our Policy on Information Technology.)

Art:

Children explore the topics through media including paints, pastels and collage.

## **PLANNING**

We plan for progression and continuity in Humanities by:

- Producing medium term themed plans which include provision for the teaching of Humanities.
- Regular monitoring/reviewing/revising of medium term plans takes place. This is led by members of the SMT and the Humanities Subject Leader.

## **ASSESSMENT AND TARGET SETTING**

Work is assessed in line with the Assessment Policy using the HART assessment materials. Assessment is an integral part of the planning process.

## **ASSESSMENT FOR LEARNING**

Assessment for learning, leading to personalised learning, is embedded in the teaching and learning of History and Geography. Planning involves learners taking into account previous knowledge, skills and understanding. Learning is facilitated in a variety of ways that takes into account learning preferences.

Children have regular opportunity to reflect on their learning during and at the end of lessons both to celebrate achievement and consider their next steps and targets for improvement.

## **EQUAL OPPORTUNITIES**

All children are provided with equal access to the Humanities curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Equal opportunities in Humanities are addressed as follows:

- Pupils with special needs have equal access to the Humanities curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs.
- Specific teaching strategies are used to maximise access to the curriculum for pupils learning EAL.
- Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural themes.
- An awareness of other dialects and standard English encouraged through using a range of texts.
- Gender equality is promoted by ensuring that both boys and girls have access to all aspects of the Humanities curriculum.
- Opportunities to address issues of gender, race etc are provided through discussion, texts and resources.

## **MARKING**

Our marking is analytical and informative to teacher, pupil and parent and aims to celebrate success whilst taking the child forward in terms of their learning. Marking is a central tool of assessment. Self marking and peer marking are also encouraged and provide a useful assessment tool.

## **ROLE OF SUBJECT LEADER**

The Subject Leader for Humanities is Andrew Breckon (Grewelthorpe) and Katie Barker (Fountains). The subject leader has a leading role in the development of school policy and approach in Humanities and aims to gain the requisite expertise through INSET and research.

The Subject Leader should be responsible for improving the standards of teaching and learning in Humanities through:

Monitoring and evaluating:

- pupil progress
- provision
- the quality of the Learning Environment;
- the deployment and provision of support staff

Taking the lead in policy development.

Auditing and supporting colleagues in their CPD.

Purchasing and organising resources.

Keeping up to date with recent Humanities developments.

## **STAFF DEVELOPMENT AND TRAINING**

Staff development and training is provided in the following ways:

- Needs audit and planning for professional development.
- School based INSET led by Subject Leader or outside agencies. (Delivery of distance training materials is included in this.)
- Liaison with inspectorate and advisory service.
- Working alongside other teachers or visiting other classrooms as an observer. (Sharing good practice. Supporting NQTs.)

# **Grewelthorpe & Fountains CE Primary Schools Federation**

<b>Policy:</b>	<b>Humanities Policy</b>
<b>Signed Chair of Governors:</b>	
<b>Date Signed:</b>	
<b>Governors Meeting Ratified:</b>	<b>8<sup>th</sup> February 2017</b>
<b>Review Date:</b>	<b>Spring 2018</b>
<b>Review schedule</b>	<b>Annually</b>