



'BE THE BEST YOU CAN BE!'

HUMANITIES Policy

Lead person responsible:

Ms C Lago

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PHILOSOPHY

This policy is a statement of our intentions and practices regarding the teaching of Humanities at our school. This policy aims to specify those characteristics, which as a school we agree are necessary for the teaching of humanities.

The teaching of humanities will be wholly compatible with the school aims and mission.

HISTORY - Aims

- To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- To gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

The History Attainment Target is split into five areas

- Chronological understanding;
- Knowledge and understanding of events, people and changes in the past;
- Historical interpretation;
- Historical enquiry and
- Organisation and communication

Our history teaching will focus on developing the children's skills as historians. The curriculum will encourage children to be curious about who they are and why the past is important. Children are given opportunities to examine historical artefacts and visit sites of historical significance.

GEOGRAPHY - Aims

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- For children to become competent in the geographical skills they need to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

The Geography Attainment Target is divided into four areas

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Enquiry Skills

Enquiry skills consist of:

- Observing and asking questions about geographical features and issues.
- Collecting and recording information to answer questions.
- Analysing evidence, draw conclusions and communicate findings.

Questions such as:

- What/Where is it?
- What is it like?
- How did it get like this?
- How and why is it changing?

Enquiry skills should be taught through fieldwork and classroom activities and through the use of a variety of instruments and first and secondary sources of information.

ORGANISATION AND PLANNING

The Humanities Curriculum is delivered using the objectives and genres set out by the programmes of study set by the National Curriculum.

EQUAL OPPORTUNITIES

We believe every child is entitled to a full, varied and balanced education, regardless of class, gender, race or disability. We guarantee to provide these experiences for all pupils including pupils with specific educational needs. To ensure this, teachers will:

- Refer to the various cultural backgrounds of the children when making cross curricular links.
- Continually research and update multicultural aspects ensuring good representation in the school.
- Give opportunities for different groupings, e.g. pairs, small groups, individual friendship and mixed gender.
- Ensure that all children's opinions, evaluations and judgements are valued and seen to be equally valid.
- Individual Support Plans will be used for children who have been identified as having special education needs and disabilities. Individual Support plans will be written in collaboration with the SENCO. Work will be differentiated accordingly.
- Opportunities to link humanities with other areas of the curriculum are also used.

MONITORING

The whole school will carry out book observations throughout the school year. The subject leader will make book observations throughout the year to ensure continuity and progression and to inform the action plan for the next academic year. Teachers produce reports to parents once a year and there are opportunities for parents to discuss work during parent's evenings or after school if an appointment is made.

RESOURCES

Resources for Humanities are kept in the Resource room and include books, posters, atlases, computer packages and a collection of artefacts for each topic in Humanities. There are also resources saved in the RM Staff Year groups folders.

MARKING

Marking in Humanities is in line with the school marking policy.

ASSESSMENT

- Teachers will assess pupils as part of their daily teaching. Children's knowledge and understanding is informally assessed during class in group question and answer sessions and through observation during lessons as well as in the marking of written work.
- Teachers will annotate plans to make appropriate provision for children who are not meeting or who are exceeding expectations.
- One piece of work is selected each academic year for inclusion in pupils ROMA (Record of My Achievement.)