



Calder Vale St. John's CE Primary School Scorton CE Primary School

Agreed by staff: June 2015

Agreed by Governing Body: June 2015

Review Date: June 2017

Humanities Policy

Vision

Our learning in humanities begins with deepening children's' understanding of themselves, working closely with the people around them and understanding their own communities and those in the wider world in order to fully undertake their place as a global citizen through their knowledge and understanding of the world, its history and its people.

In our teaching of Humanities we strive to:

- Encourage pupils to take responsibility for their own learning and to become increasingly independent.
- Teach pupils about Britain's past from the Stone Age to The Battle of Hastings
- Develop pupils' understanding of ancient civilisations and the history of other parts of the world
- Help pupils to know how individuals have helped shape British society and values
- Provide opportunities for pupils to make judgements based on historical evidence
- Teach pupils how life has changed over long periods of time and make comparisons
- Undertake local history and geography studies in order to promote understanding of changes to , and influences on, their locality
- Develop geographical knowledge and an understanding of the world and its peoples
- Promote a sense of national identity and place it within a European and global context
- Undertake geographical enquiry and promote awareness of global environmental issues
- Develop core skills such as enquiry, critical thinking, fieldwork, and collecting, interpreting, making connections between & presenting evidence.
- Develop well-rounded global citizens by looking at the way people and places are interconnected, to develop a sense of 'global citizenship' and responsibility

History and Geography are foundation subjects within the National Curriculum. We believe that the teaching of humanities enriches the children's lives and by talking about and actively exploring a variety of physical and human features in the past, present and future all pupils will gain a true feel for the world around them and how events have influenced our lives today. We believe children should see themselves as an important part of the society that surrounds them and be encouraged to have a curiosity about the differing people and events in their world now and long ago and understand the interdependence of lands, cultures and of different generations within a global ecosystem. We aim to foster a desire for lifelong learning that may develop into future careers, hobbies or past-times.

Planning and Delivery

The new National Curriculum (September 2014) has seen some significant changes to what is taught in the humanities. We will strive to use our enthusiasm for the subjects to promote the children's enjoyment of these subjects, by continuing with our very successful whole school, thematic approach.

Our collaborative approach to planning these termly themes ensures that good coverage and progression between year groups takes place and that over a longer period, all skills and content from the National Curriculum 2014 are covered in depth. We also ensure that fieldwork skills are an integral part of our planning.

Units of work may be taught in blocks, themed enrichment days or in afternoon sessions over the term. Varying teaching methods are adopted to suit a range of learning styles and resources are provided in order that all children are able to access the learning.

We believe that good teaching in Humanities should retain the children's interest and therefore a range of activities are used to deliver the humanities curriculum including:

- Presentations
- Story telling
- Where possible, fieldwork visits or visitors including investigations, interviews, questionnaires, surveys, sketching, problem solving
- Role play / drama
- Discussion and debates
- Quizzes
- Interactive displays

Cross-curricular links

Literacy

Humanities contribute significantly to the teaching of literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop these skills in many ways including through composing/reading reports, letters, explanatory texts and participating in debates of a geographical and historical nature.

Mathematics

Humanities contribute to the learning of mathematics in a variety of ways. Children use numbers and analytical skills, e.g. statistics, timelines. They also have the opportunity to use and apply skills needed to interpret and handle data in the form of graphs, maps and diagrams, e.g. census information, map skills.

Computing

Skills that are developed in computing are to be applied to further enhance the learning in Humanities by supporting the children's research and presentation skills.

Our collaborative, cross-curricular approach ensures that Humanities is also linked to work in other curriculum areas including: Art, DT, Drama and Science.

Inclusion/Equalities

All children are given equal access to the programmes of study through differentiated support. Risk assessments are carried out before all fieldwork activities take place and TA support planned for anyone with a disability or a SEN that requires extra support.

Early Years

Children in EYFS have opportunities to develop early skills through the 'Understanding of the World' strand of the Early Years Curriculum.

Able, Gifted and Talented

It is the responsibility of the class teacher to identify pupils that can quickly, easily and at expert level apply specific skills and processes in Humanities subjects and who demonstrate high levels of understanding, insight, maturity and achievement. Teachers provide opportunities to challenge the pupils and develop their skills further.

SMSC

Humanities provides the ideal opportunity to develop an understanding of other cultures, awe and wonder at the world around us and an appreciation of the responsibility on current generations to look after it.

Recording, Assessment & Reporting

Pupils' work should be presented in line with the school's presentation policy and marked in line with the school's marking policy.

Pupils' work is assessed according to KLIPS assessment framework. We assess by observing and questioning the children and by evaluating knowledge at the start and end of a taught unit.

The subject leader carries out a scrutiny of work across the school to ensure progression and to identify the areas for improvement. Progress and achievement in the humanities is reported to parents and carers each year in the annual report.

Subject Leaders: Blake Prince & Rebecca Nayler

Adopted by Governors June 2015

To be reviewed June 2017

