



# Humanities Policy

Summer term 2019

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| <b>Review frequency:</b>                | Every three years                      | <b>Review date:</b>   | Summer term 2022 |
| <b>Governing committee responsible:</b> | Pupils, Strategy & Resources committee |                       |                  |
| <b>Governor approval:</b>               | No                                     | <b>Website:</b>       | Yes              |
| <b>Staff responsible:</b>               | Head Teacher                           | <b>Date produced:</b> | Summer term 2019 |

## **Introduction:**

### **Purpose:**

All pupils at Clarborough Primary school are entitled to receive broad and balanced experiences in the Humanities. Geography and History will significantly feature in many of the cross-curricular topics taught in our school. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. 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.

### **Aims and principles:**

To fulfil the requirements of The School Curriculum in Geography and History we aim to:

- Ensure our pupils are successful learners by being included and respected.
- Help pupils to know they are safe and nurtured so they can be the best they can be.
- Ensure our pupils stay active and healthy.
- Show pupils to become effective contributors, confident citizens and to become globally aware.

To fulfil the requirements of The National Curriculum in Geography and History we aim to:

- Stimulate and excite pupils' curiosity about historical and geographical events.
- Satisfy this curiosity with knowledge.
- Engage and inspire pupils as learners at many levels through linking the Magenta Principles to ideas with practical experiences.
- Help pupils to learn to question and discuss geographical and historical facts that may affect their own lives.
- Show pupils how geographical and historical events contribute to our living today.
- Help pupils recognise the cultural significance of Geography and History and trace their developments.

### **Consultation:**

In order to implement the Geography and History curriculum, all teaching staff were consulted and agreed to maintain the aims and principles set out within this policy. The Head Teacher and Governors were consulted and encourage the use of the wider community to embed learning experiences.

### **Sources and references:**

## **Procedures and practice:**

### **Steps:**

**Intent-** To become Historians and Geographers. We encourage our children to think critically by exploring a range of skills and sources to embed a deeper understanding of the Humanities curriculum. All pupils follow the History and Geography cross-curricular curriculum map which allows for the progression of knowledge and skills through sequence and structure.

**Implementation-** The implementation of a chronological History curriculum enables pupils to gain a coherent knowledge of Britain's past and that of the wider world. The implementation of a Geographical enquiry based curriculum enables pupils to develop cross-curricular links that inspire curiosity and fascination about the world around them. Teachers ensure a wide range of resources are explored and maintain ongoing monitoring cycles to ensure the children are receiving the coverage of knowledge and skills.

**Impact-** A broad and balanced knowledge of both Geography and History will enable the children to use their knowledge of skills to make links to the wider world.

### **Roles and responsibilities:**

Governors:

The Governors ensure this policy links to the whole school approach to teaching and learning and have approved this policy.

Head teacher:

To ensure staff adhere to and uphold the policy.

Teachers:

The teaching of History and Geography are in line with The National Curriculum and should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Teachers use a range of teaching and learning styles including; whole class teaching, talk partners, mixed ability groups, key questioning to promote higher order thinking and discussions and debates. Each year, time is set aside to review standards and monitor curriculum provision to ensure training and resources are up to date.

Pupils:

To demonstrate a conscientious attitude towards their learning of History and Geography with an aim to be the best they can be.

Parents and carers:

To support the teaching and learning of History and Geography, parents and carers are welcomed and invited in to lessons to share their experiences through the use of photographs, video links or resources.

### **Aspects:**

Equal opportunities:

The History and Geography curriculum is differentiated to suit the needs of all children, including those with special educational needs and disabilities. We take into account the targets set for individual children in their Individual Education Plans (IEPs). All necessary adaptations will be made to enable all children to access the curriculum. History and Geography provides excellent opportunities to enhance the learning of more able pupils through the development of higher order thinking skills, creativity and self-expression. Pupils who show a particular talent for history or geography will be identified by the class teacher and will be included in our Incredible' s display and the geography subject leader will be informed.

Health and Safety:

Visits and fieldwork are an essential part of both the History and Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously using Evolve and liaising with the Education Visits coordinator. The pupils' safety and welfare is paramount. Please see the Policy for Educational Visits for detailed information.

Planning:

Geography and History are planned through the Schools overarching creative curriculum, rather than standalone lessons. This is outlined in the teacher's long term plans, which follow the curriculum map, in Key Stages 1 and 2. In the EYFS they are planned through continuous provision following the children's interests. All teachers aim to implement the Magenta Principles and the findings of Chris Quigley when delivering the creative curriculum.

Teaching:

## Geography

Teaching should ensure that geographical enquiry skills are used when developing knowledge and understanding of places, patterns, processes, environmental change and sustainable development.

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. Teaching should 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. As pupils progress, 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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

In Reception, the children follow the Early Years Foundation Stage (EYFS) curriculum. At Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their locality. At Key Stage 2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.

## History

Teaching should ensure that historical enquiry skills are used when developing pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between relevant groups, as well as their own identity and the challenges of their time.

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 should inspire pupils' curiosity to know more about the past. The teaching should identify with a chronological framework and recognise similarities and differences between ways of life in different periods. The children should understand how our knowledge of the past is constructed from a range of sources.

In Reception, the children follow the Early Years Foundation Stage (EYFS) curriculum. At Key Stage 1 pupils develop an awareness of the past, using common words and phrases relating

to the passing of time. At Key Stage 2 pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the use of appropriate use of historical terms.

#### Organisation:

The Humanities Curriculum will be delivered through a cross-curricular approach using a creative curriculum. It will be spread uniformly through a week, term, and year, with an adequate amount of time allocated to Geography and History over the two key stages. A balance between the History and Geography components of the Humanities Curriculum will be achieved through careful key stage planning. Continuity and progression in each key stage will be achieved through the gradual extension of skills, concepts and content in topic planning (See Appendix 1- Geography, Appendix 2- History).

#### Homework/ involving wider community:

Teacher will set homework, as and when it is appropriate, for each year group. A creative or research-based approach is recommended where children have the opportunity to collect and collate, both local and global, resources to enhance their knowledge and understanding.

#### Resources:

Children will be given a wide range of experiences, many of which are ongoing and developmental, appropriate to their levels of development. First hand experiences should be at the heart of work in Humanities. These experiences will be varied and might include working outside the classroom, visits to sites of historical and geographical interest and using and handling objects. Furthermore, in school we have a range of resources readily accessible to the children including; atlases, interactive boards, iPads for research and books in our school library. We also welcome people with an interest or expertise in a particular topic area of History or Geography, including; grandparents, family members, or representatives from the local community.

Learning resources are kept in the Key Stage 2 resource area. Relevant equipment is taken to the class by teachers. Our staff also have access to online planning and resources, through the use of the website 'Twinkl Plan it'. However teachers are encouraged to move away from this type of resource and demonstrate a more creative approach. Classrooms have displays of current humanities work, including relevant vocabulary, in hand.

#### Assessment:

As good practitioners we are continually assessing our pupils at Clarborough Primary School. All teachers are responsible for monitoring standards using the assessment procedures described in this policy. This is overseen by the Geography and History co-ordinators termly. Teachers will assess the children's learning in a topic both at the start and end of a topic, using a KWL style activity. Children's attainment in Geography and History will be recorded each term using the Jigsaw assessment grids. Furthermore, the assessment of the children's work, skills and knowledge will be measured against the following:

- Written work.
- Questions and answers.
- Whole class and group discussions.
- Discussion between individual children and the teacher observation.
- Comparison with relevant level descriptors.
- Comparison with key stage programmes of study.

Monitoring and evaluation:

The Geography and History co-ordinators are also responsible for the ongoing monitoring cycle. Every term they will carry out book scrutinies, monitor planning for coverage and pupil voice interviews. Here feedback will be collected, evaluated and then shared with staff to help inform their planning.

### **Conclusion:**

Monitoring and review:

The Geography and History co-ordinators are also responsible for the production and implementation of the action plan. The Geography and History co-ordinators are responsible for the curriculum mapping for the subject and for providing the detailed resources.

Other documents and appendices: