

Humanities Policy

New End Primary School

Date Completed: **Spring Term 2017**

Review Date: **Spring Term 2019**

Rationale

Humanities has two aspects.

Geography is concerned with the study of places, the human and physical processes which shape them, and the people who live in them. Geographers ask the questions where? What? How? Why? Geography helps children make sense of their surroundings and the wider world.

History is an essential tool of learning and communication through which we are able to understand the development of the modern world and how it came to be through the progression of the past.

Skills learnt through Humanities could be made applicable to every day life.

Aims

The Humanities aims to help children to:

- develop an understanding of the concept of the passing of time;
- understand where we fit in to the chronology of time and essentially how we came to be;
- gain an understanding of the past and how it effects the present and the future; in so doing, realise the society that the children live in has been shaped by past developments;
- grasp the concept that people's actions have consequences, through studying the actions/consequences of the past; children are able to see the effects in their own society and how in turn the present will affect the future. Ultimately develop an appreciation of the need for both continuity and change;
- develop investigative skills and interest in humanity with its diversity in culture, time and circumstance and resources;
- gain a linear sense of time that flows to realise points on this time line that relate and those that differ.
- develop a sense of difference and similarity and be encouraged to acknowledge this so that they are able to find their own identity in the "time line" and their own place in the cultural map;
- experience first hand evidence where available;
- gain an understanding of how to treat primary and secondary resources and so enabling children to interpret history from both an objective and subjective view by distinguishing between historical facts and interpret their findings through use of a wide range of materials;
- develop an awareness of chronology and empathy for the actions and situations of others;
- investigate the past, to think like historians and act as detectives.

- make inferences from sources: artefacts, buildings, photographs, archaeological sites, and statistics, oral and written evidence, children should be encouraged to analyse and interpret evidence and detect bias
- use and understand historical language and terminology with confidence. To ask historical questions: Who, what, when, where, how, why, what was the consequence
- describe and explain changes over time
- understanding the reasons why there may be different interpretations of the past.
- initially learn about changes in their own lives, progressing from familiar situations to those more distant in time and place. Children should then study specific periods from British history in addition to ancient civilisations and the history of other parts of the world.
- enable all children to understand, gain knowledge of, investigate and evaluate their environment both locally and globally.
- stimulate children's awareness and interest in their own physical and social environment, and the human activities which it supports, and to strengthen their own sense of value;
- interest children in the world around them, and lead them to appreciate its ethnic, cultural and economic diversity;
- provide some understanding, through the study of different places, of the interaction between people and their environment and the processes affecting it;
- develop positive attitudes to and interest in the quality and future of their environment, and help to foster a responsible attitude towards the care of the earth and its people.

Governor and Staff Responsibility

Role of the Governing Body

Governors will:

- ensure that there is a link governor responsible for the Humanities, who will meet regularly with the Humanities subject leader
- ensure that arrangements for the teaching of Humanities throughout the school are reviewed regularly and agreed

Role of the Headteacher

The Head-teacher will:

- Ensure INSET time, when appropriate
- Provide a budget for sufficient resources
- Enable the co-ordinator to work alongside other staff, where appropriate
- Liaise with staff about record keeping and assessment
- Ensure the monitoring of teaching and learning through lesson observations and intake of Humanities outcomes across the school
- Report to Governors, where appropriate, about the development of Humanities and progress made

Role of the Humanities Co-ordinator

The Humanities co-ordinator will:

- provide support to staff in ensuring effective Humanities provision throughout the school
- monitor and evaluate Humanities teaching and learning and evaluate standards
- ensure that Humanities provision is effectively and properly resourced.
- ensure that all staff are aware of policy
- ensure that the Humanities has a valued profile
- develop a long term curriculum plan
- keep up to date with current initiatives

Role of the Class Teacher

The class teacher will:

- ensure the Humanities is taught as part of the themed curriculum
- record and assesses the children's outcomes in line with agreed Humanities procedures
- report on children's progress in Humanities in annual reports
- attend INSET, when necessary
- liaise with and work alongside the co-ordinator, when appropriate

Organisation and Planning

The Humanities Curriculum is delivered using the objectives and genres set out by the Primary National Strategy framework. The Early Learning Goals are followed to ensure continuity and progression from the Early Years Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

Teaching

History teaching focuses aiding children to think as historians and to encourage curiosity into who they are and why the past is important. Children are given opportunities to examine historical artefacts and visit sites of historical significance. We have strong links with the historical and geographical community and each key phase gets a number of opportunities with these experts e.g. Hampstead Heath and the Tomb with a View project. Each year group encourage visitors to come into the school and talk about their experiences of events in the past.

Differentiation

We recognise the fact that in all classes there are children of a variety of abilities in Humanities and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty. Not all children complete all tasks;
- Grouping children by ability in the room and setting different tasks for each ability group;
- Providing resources of different complexity depending on the ability of the child;
- Using classroom assistants to support children individually or in groups.
- Using peer partners to increase all children's learning

Resources

As part of the library loan service-level agreement, each class receives a book and artefact box to support the teaching of the humanities topics (e.g. a local history study, a world history study). In addition, interactive and other resources are available to support the teaching of the topics.

ICT and Humanities

Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in Humanities.

Equal Opportunities

Equal Opportunities is an integral part of the school curriculum. Strategies are adopted to ensure that all children have the opportunity to succeed in the arts regardless of ability, gender, race and class.

Teachers are aware of these issues in their planning for Humanities. They should also raise the level of consciousness on these issues with children throughout, in all curriculum areas.

See Equal Opportunities Policy for full details.

Pupils with Special Educational Needs and Disabilities

All teachers will have in their class some children whose progress warrants special consideration. Their difficulties may have physical, sensory, behavioural, emotional or neurological causes, or may stem from a legacy of poor learning that inhibits their current learning.

Teachers should aim to include all these pupils fully in Humanities lessons.

Gifted and Talented

Children demonstrating a particular ability in Humanities should continue to be supported in achieving higher standards through extension activities provided in lessons and extra curricular activities. The school should also ensure that where offered, children with particular aptitudes should have access to outside opportunities.

Pupils with English as an Additional Language

At New End we have a large number of children who have English as an Additional Language. These children must all be encouraged and assisted to reach their potential in Humanities

Monitoring and Evaluating Policy and Practice

The policy will be reviewed regularly by the Humanities Co-ordinator to ensure that it reflects practice at New End.

Assessments of children's progress in Humanities are carried out on a continuous basis to inform the teacher and the child about their progress. These are completed through teacher assessments and children's evaluations.

Throughout the year the Humanities Co-ordinator will have the opportunity to look at samples of work across the school. Feedback will be made to staff. A limited number of lessons will also be observed by the Humanities Co-ordinator across the key stages so that they have an understanding of the quality of teaching and learning in the Humanities in the school.