

POLICY STATEMENT FOR HUMANITIES

Rationale

At the Federation the Humanities are taught to encourage, promote and develop a child's sense of time, an awareness of change, within and beyond their own; to appreciate the world they live in, the climates, the physical features, the people and their culture. They need to know that what happens in the world has an impact on their own lives.

Aims

For the current Primary National Curriculum, both Key stages are taught in two broad areas, through Knowledge, Skills and Understanding.

History includes:

- Questioning and Enquiry - asking questions about the past and researching/communicating information in a variety of different ways.
- Chronological Understanding - placing events and objects in chronological order.
- Representation of past - recognising how the past can be interpreted in different ways.
- Features and processes of past times - recognising why people did things and what happened as a result.
- recognising causes of past events and identifying links between them.

Geography includes:

- Geographical skills and fieldwork-use maps, atlases and globes to identify places; use the eight points of the compass; observe, measure and record physical features of a local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- Knowledge and Understanding of Places and Locations- identify the UK and its countries; locate the world's countries; locate European countries: concentrating on human and physical characteristics and major cities.
- Human and Physical Geography-describe physical features of own locality; describe human features of own locality; describe and understand key aspects of physical geography such as mountains, volcanoes and earthquakes; compare types of settlement and land use, economic activity and the distribution of natural resources.
- Knowledge of Patterns and Processes

Breadth of study

Children are taught in the knowledge, skills and understanding through specific areas of study, localities and themes.

Geography

In Key Stage 1 pupils:

- Investigate their local area and a contrasting area in the United Kingdom or abroad find out about the environment in both areas and the people who live there
- Begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

In Key Stage 2 pupils:

- Investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world.
- Find out how people affect the environment and how they are affected by it. Carry out geographical enquiry through geographical skills and fieldwork using maps, atlases, aerial photographs and ICT.

- Undertake Locational Knowledge in Year 3 and 4 - To include; locating world's countries, cities, regions and topographical features of UK.
- Physical Geography in Years 3 and 4 - to include mountains, volcanoes and earthquakes Year 3, Describe and understand rivers and the water cycle in Year 4
- Year 5 Place Knowledge - Study London and Charante, France
- Year 6 Place knowledge - Study a region of the Americas - South America/Mexico

History

In Key Stage 1 pupils acquire knowledge, skills and understanding of:

- Changes in their own lives and the way of life of their family or others around them
- The way of life of people in the more distant past who lived in the local area or elsewhere in Britain
- The lives of significant men, women and children drawn from the history of Britain and the wider world (for example, Year 1 Guy Fawkes and Sir Robert Holmes (Pirate) Year 2 Tudor Explorers, Sir Walter Raleigh and Sir Francis Drake)
- Past events from the history of Britain and the wider world (tie in with topics, The story of the Mary Rose and Pirate Island)

In Key Stage 2 pupils should be taught the knowledge, skills and understanding through a Local history study

- A study investigating how an aspect in the local area has changed over a long period of time, British/European history
- In their study of British history, pupils should be taught about the changes in Britain from the stone age (Neolithic) to the Iron age, as well as the Romans, Anglo-Saxons and Vikings; and an extended period study; Crime and punishment
- World history study. A study of the way of life, beliefs and achievements of the Mayan civilization c AD 900, Ancient Egypt and Ancient Greece.

Humanities in the Foundation Stage

We teach the Humanities in the foundation stage as an integral part of the topic work covered during the year. We relate the Humanities' aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to six. The Humanities makes a significant contribution to the learning objectives for developing a child's knowledge and understanding of the world.

Teaching and learning Strategies:

In the federation the whole curriculum (all statutory and non-statutory subjects) is taught using a cross-curricular approach. Thematic topics provide the basis for making meaningful links between the Humanities subjects, and whenever appropriate these subjects are taught separately. To enhance the learning experience of our pupils, our Humanities curriculum acknowledges and incorporates different style of learning. The knowledge, skills and understanding gained through the Humanities curriculum is acquired through a variety of experiences.

These include:

- _ Educational trips (e.g. museums)
- _ Field studies during residential trips
- _ Drama and role play
- _ Use of primary sources of information (e.g. artefacts, photographs, maps and visitors)

- _ Story telling
- _ Practical enquiry and research
- _ Philosophical discussions and debates (P4C)
- _ Individual and group presentations
- _ Use of ICT
- _ Creative activities such as model making and painting

Guidelines

The teaching method employed will vary according to the age, ability and experience of the children and the concept being taught.

- Teachers aim to provide at least an hour of Humanities per week or equivalent to through Unit work and topic work etc.
- Children will be given opportunities to work individually, in groups and as a whole class.
- Humanities may be taught in a cross-curricular way. However, if some techniques have not been taught, these should be taught separately.
- Children will be given the opportunity to increase their awareness of Humanities in the local environment and enrichment activities will be encouraged e.g. trips to local museums, wildlife areas, conservation areas.
- Display at the Federation aim to provide a stimulating environment from which to develop topics of conversation and discussion. Displays will enable children to celebrate their work to create pride and a sense of achievement and reinforce learning.
- Teachers ensure that all classroom environments support the execution of a flexible teaching model.
- Embrace opportunities for real life problem solving to promote resilience: **Historical enquiry-** provide pupils with opportunities to investigate real-life effects of historical events. Encourage pupils to relate their findings to their experiences. **Geographical enquiry-** provide pupils with opportunities to investigate their environment; investigate the reasons for changes to environments. Encourage pupils to relate their findings to their experiences.
- Promote opportunities for extended writing with particular reference to engaging boys: **Historical enquiry-** use stimulating historical resources (ideally primary resources-i.e. copies of contemporary newspaper reports, contemporary photos or artefacts) to promote engagement and quality writing opportunities. **Geographical enquiry-** use 'real-life' resources (i.e. Ordnance Survey maps; aerial photos; compasses) to encourage engagement with the subject and to promote quality writing opportunities.
- Promote Physical Activity within learning: **Historical enquiry-** use Edumove resources; incorporate sessions within lessons to encourage the children to move (i.e. find three facts then Simon Says/Sumo Squats). **Geographical enquiry-** use Edumove resources; incorporate sessions within lessons to encourage the children to move (i.e. find three facts then Simon Says/Sumo Squats); research walks to investigate environment.
- Teachers use English/Maths data to organise class to ensure support is offered for specific skills relating to **Historical enquiry-** using comprehension skills; using features of writing genres to share findings. **Geographical skills-** map reading skills; using directional language; using features of writing genres to share findings.

Assessment

Class teachers will plan appropriate work for their children in consultation with National Curriculum programmes of study.

- Class Teacher's will assess the children's work in Humanities using the learning objectives whilst observing them working.
- Class Teachers will apply the Federation's Marking and Feedback policy when marking and providing feedback in Humanities books.
- Children also evaluate their own work formally and informally.
- Class teachers will make short term assessments of each child's progress in Humanities and keep appropriate records.

Equality and Diversity

Teachers should ensure that pupils are given opportunities to explore diverse cultures and ethnic backgrounds. Key dates in the Humanities calendar are explored and opportunities seized on to enrich the curriculum.

Children should not be discriminated against in terms of gender and race. All children should have the opportunity to participate fully in classroom art lessons and activities.

Objectives may be selected from earlier or later stages of the National Curriculum when necessary, to enable individual pupils to progress and demonstrate achievement. Such material should be presented in a context which is suitable to the pupil's age.

Health and Safety

- Teachers and pupils should be aware of potential risks when undertaking field work out side the school locality
- During field trips and outside activities risk assessments will be taken.

All Governors and Staff at the Federation are committed to sharing a common objective to help keep the children and staff of the school safe. We ensure that consistent, effective safeguarding procedures are in place in order to support families, children and staff of the school.

This policy will be reviewed annually

September 2017