



# West Rainton Primary School

## Policy for Humanities

Date of production – September 2020

Date of next review – September 2022

## Humanities Policy

### Introduction

There are four main purposes to this policy:

- ✚ It establishes an entitlement for all pupils
- ✚ It establishes expectations for the standards to be achieved
- ✚ It builds on what pupils have learned previously and promotes continuity and coherence across the school
- ✚ It states the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum

### The importance of history in the curriculum

A high-quality historical 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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps 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.

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. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

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. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

## The importance of geography in the curriculum

A high-quality geographical 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. This curriculum helps the pupils to discover the world around them, as well as starting to hear vocabulary, which will relate to the National Curriculum in the future.

At Key Stage 1, pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

At Key Stage 2, pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and 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. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

## Expectations

By the end of each year group, pupils are expected to achieve the expected level of development in their year group objectives. They may be working towards this, in an emerging or developing way, or achieving beyond expectations in terms of working at a greater depth in the subject. It is government expectation that most pupils achieve expected level.

## The aims of history and how these contribute to the school's aims

### The school aims to:

- Stimulate and excite pupils' curiosity about historical events
- Satisfy this curiosity with knowledge
- Engage pupils as learners at many levels through linking ideas with practical experience
- Help pupils to learn to question and discuss historical facts that may affect their own lives
- Show pupils how historical events contribute to our living today
- Help pupils recognise the cultural significance of history and trace its development

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- Engage pupils as learners at many levels through linking ideas with practical experience
- Help pupils to learn to question and discuss geographical facts that may affect their own lives
- Show pupils how the geography of the world contributes to our living

## Strategy for implementation - entitlement and curriculum provision

History is a foundation subject of the National Curriculum and pupils undertake some history work weekly when working through a history topic. This will be taught once per term, with the other half term focusing on geographical learning. The work covered in Key Stage 1 builds on the Early Years Foundation Stage (EYFS). Pupils in Reception develop their knowledge, understanding and skills through play activities and direct teaching from which the pupils undertake planned tasks.

Planning is in-line with the requirements of the National Curriculum 2014. The school places a high emphasis on the development of pupils' skills through English based tasks, to provide a context for learning. Teachers are also focusing on skills based lessons to further develop children's historical enquiry.

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With our school's new emphasis on the humanities, it may be effective for class teachers to merge the implementation of both when teaching these subjects, as they are not discrete subjects as such.

### Teaching and learning

All lessons have clear learning objectives, which are shared and reviewed with the pupils effectively. A variety of strategies, including questioning, discussion, concept mapping and marking, are used to assess progress. The information is used to identify what is taught next. Activities inspire the pupils to investigate the world around them and to help them raise their own questions such as "Why...?", "How...?" and "What happened when...?". Activities develop the skills of enquiry, observation, locating sources of information, asking comparisons and communicating results and findings. Lessons make effective links with other curriculum areas and subjects, especially literacy and ICT. Activities are challenging, motivating and extend pupils' learning. Children will also have access to a range of practical resources, such as artefacts and thought provoking images, to stimulate their interest and broaden their knowledge and understanding.

## Assessment and Recording

Teachers assess learning at the end of a topic, against the National Curriculum requirements, using Classroom Monitor.

## Continuity and Progression

The school ensures curriculum continuity by following the two-year rolling programme of units of work and by close liaison between staff at the planning stages.

## Pupils with Special Needs and/or disabilities

*Pupils with diverse learning needs are provided for through:*

- Teachers planning for the pupils full participation.
- Setting high expectations.
- Providing opportunities for all pupils to achieve.
- Creating effective learning environments.
- Providing equality of opportunity through teaching approaches.
- Setting learning targets.
- Liaison with SENCO and the development and delivery of appropriate SEN support plans
- Liaison with outside agencies, e.g. psychological services.
- Appropriate intervention (As set out in the Code of Practice)
- Allowing pupils access to specialist equipment and approaches where necessary.
- Liaison with the adviser for gifted and talented pupils.
- More able pupils are planned for appropriately.
- This is supported by our equal opportunities policy.
- Continuous consultation with and involvement of parents.

## Equal Opportunities

The teaching of the humanities in our school takes consideration of our equal opportunities policy and inclusion. We recognise children as individuals and base our teaching upon our knowledge of their specific needs. A range of teaching methods and resources allow children with a wide range of abilities to achieve their full potential.

## Organisation

The humanities are taught as a discrete subject, with strong links to English. Writing in this subject strongly reinforces what is taught in English, as pupils should access a broad, balanced curriculum.

## Curriculum

The Programmes of Study for History and Geography are covered in a two year rolling programme of units. Key Stage 1 programme is covered once across Years 1 and 2, The Key Stage 2 curriculum is covered across Years 3 and 4 and Years 5 and 6. Mixed age classes means planning has to be readjusted each year to ensure coverage. This is carried out by the subject leader but it is imperative that class teachers keep a record of units and objectives covered. Mixed age classes follow a two-year cycle in both history and geography to ensure each child covers all necessary units. Planning identifies within each unit of work the learning objectives, activities, assessment opportunities, the vocabulary to be taught and used, how information and communications technology and resources should be used.

## Learning Resources

Learning resources are kept in the school resource area next to the staff room. Relevant equipment is taken to the class by teachers. Our staff also have access to online planning and resources, through the use of Twinkl, and other programmes as they deem appropriate. Staff will also have access to resource boxes, which are appropriate for different topics. These boxes will include various artefacts relating to each topics, thought provoking images with open ended questions and a variety of fiction and non-fiction texts for staff to share with the children and for children to read at their leisure.

## The Learning Environment

Classrooms will often have displays of current humanities work, including relevant vocabulary, in hand. Resources for the unit of work being covered should be appropriately accessible. Other sources of information should be available, including books relating to topics and suitable artefacts.

### Extra-curricular opportunities

From time to time teachers plan to undertake fieldwork, visits to places of topical interest and invite visitors to the school in order to support the learning objectives for units of work where relevant.

### Homework

No specific homework is set at either key stage for the humanities.

### Parents and Carers

Parents and carers have an important role to play in helping their pupils learn about the world. Their role is enhanced by the use of displays around the school to raise their interest and the interest of their children in the subject. The importance of the Humanities relative to other subjects will be explained to parents when their children join the school and teachers should take the opportunity of reinforcing this appropriately during interviews with parents.

### The Contribution of the Humanities to other Aspects of the Curriculum

The teaching of English and Computing is promoted strongly as part of the school's drive to continue to raise standards in core basic skill areas.

### Literacy

In particular, at Key Stage 1, the pupils are encouraged to use their speaking and listening skills to describe what they find out about. At Key Stage 2 the pupils are encouraged to develop their skills of writing to record their findings and facts they gain. In relation to history, they should be applying their literacy skills at levels similar to those which they are using in their English work.

### Computing

At both key stages this involves the pupils using ICT to: locate and research information (CD ROM, internet); record findings (using text, data and tables).

## Spiritual Development

Spiritual development is encouraged through reminding pupils of the wonder of the world, both historical and current, and the effect of archaeological discoveries on the modern world.

## Leadership and management - Staff development and training opportunities

The Headteacher discusses development needs so that the needs of individual members of staff are identified within the school's performance management programme. Staff attending training are expected to share the useful points with other relevant staff. EYFS, KS1 & KS2 teachers discuss needs with the Headteacher and the Humanities co-ordinator to ensure that planned units of work are adequately resourced.

## How the subject is monitored and evaluated

All teachers are responsible for monitoring standards using the assessment procedures described in this policy. This is overseen by the Humanities co-ordinator termly. The Humanities co-ordinator is also responsible for the production and implementation of the action plan. The Humanities coordinator is responsible for the curriculum mapping for the subject and for providing the detailed resources.

## School closure

During school closure, as a result of Covid-19, staff were aware of their upcoming topics and included work on class dojo to ensure children did not miss out on work from either history or geography. When we returned to school, as a staff we collated any topics of learning we thought children may have missed during the school closures. These topics were given to the children's new teachers to ensure these topics were caught up in the next year. This could be through the teaching of the whole topic, or to include questions from these topics as a quick starter.

## Policy Review

This policy will be reviewed every two years in line with the school's policy review programme. The Headteacher is responsible for reporting to the Governors' about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.