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Feniton Church of England Primary School



## Humanities Policy

Otter Valley Federation Vision  
Based on the wisdom of the Bible.....

**"I have come that they may have life, and have it to the full." John 10:10**

We share a vision.....

**Believing and Achieving Together to be the Best We Can Be.**

**This policy has been developed with and will be implemented in accordance with the HEART Christian values of our school.**

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## **1. PURPOSE.**

**There are four main purposes to this policy**

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

## **2. VISION.**

At Feniton Church of England Primary School, we strive to create a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their potential as human beings. Our Christian Heart Values provide a foundation on which we can become happy and reflective learners. We aim to equip all our children with the skills and positive attitudes to become creative and independent thinkers and to become learners for life within an ever-changing world.

The teaching of History 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.

The teaching of Geography 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.

## **3. Intent.**

**The school aims to:**

- provide a relevant, challenging and enjoyable curriculum for History and Geography for all pupils;
- To develop an understanding and interpretation of the local, national and global history
- To develop a sense of time and understanding of History in its chronological setting and to help pupils to develop geographical knowledge and understanding
- To develop practical skills of first and second hand investigations and research and introduce pupils to the process of geographical enquiry

- To develop an interest and enthusiasm for the study of the past
- To enable pupils to recognise that Geography is the study of people and places and the interaction between them and develop an awareness that the past has lessons for the present and future
- To build and use a wide range of historical and geographical vocabulary and relate this to English Language as a whole
- To integrate fieldwork as an important part of the enquiry process
- To help pupils deal, openly and sensitively, with issues of environmental change and sustainable development
- To use a variety of resources, including ICT to develop teaching and learning

#### **4. STATUTORY REQUIREMENTS**

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.

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 communicating/ researching 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
- Knowledge and Understanding of Places and Locations
- Human and Physical Geography
- Knowledge of Patterns and Statutory requirements for the teaching and learning of Design and Technology are laid out in the National Curriculum Document (2014) providing a clear progression across the key stages.

#### **5. BREADTH OF STUDY**

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

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.

## 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. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

## 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, artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists) □ Past events from the history of Britain and the wider world (tie in with topics, enrichment weeks and calendar events, both national and the wider world)

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 Romans, Anglo-Saxons and Vikings; Battle of Hastings, Tudor times, Victorian Britain etc World history study A study of the way of life, beliefs and achievements of the Maya, the Aztecs, Ancient Greece, Egypt and other African civilizations; India, China etc and the influence of their civilization on the world today.

At Feniton School History and Geography is allocated about 5% of curriculum time. This time may increase if teachers are planning units as part of their English work. Activities are taught in a variety of ways across the school, sometimes in blocks of taught time, as part of a unit or in short skill-based activities.

## **6. ROLE OF THE TEACHER.**

All history and geography lessons must 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.

We recognise the fact that there are children of widely different historical and geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by using a combination of the following:

- Speaking and listening activities to provide opportunities to engage, assess and aid progression through questioning.
- Setting some common tasks which are open ended and can have a variety of responses.
- Grouping children by ability in the room and setting different tasks to each ability group.
- Providing resources and tasks of different complexity according to the ability of the child.
- Using classroom personnel to support and scaffold the work of individual children or groups of children.

## **7. LEARNING RESOURCES**

Learning resources for topics are kept within the year group's classroom. Other resources are kept in the cupboard off the hall.

## **8. ASSESSMENT AND RECORDING**

The National Curriculum attainment targets for humanities are set out into the knowledge, skills, and understanding that pupils of different abilities are expected to have by the end of each key stage.

It consists of five level descriptors and indicates the expected progression through the key stages. Assessment in History and Geography is informative and ongoing.

Teacher observation, pupil self-evaluation and evidence, in the form of recordings and notations, are used to inform the assessment process. The children are assessed at frequent intervals to inform future planning and ensure that each child is given the opportunity to reach his/her full potential in the humanities and this progress is reported to parents annually.

In planning, the Humanities leader will review and contribute to teacher planning, and will review and monitor with members of staff the creative curriculum plan. They will evaluate work carried out over a period of time and update the scheme accordingly. The Humanities leader is responsible for monitoring the standard of children's work and the quality of teaching. They are also responsible for supporting colleagues in the teaching of History and Geography and for being informed about current developments in the subject.

## **9. THE LEARNING ENVIRONMENT**

Classrooms should have displays of current history and geography topics in hand with the relevant vocabulary clearly visible.

## **10. SAFE PRACTICE**

All teachers, children and adults are expected to be aware of the need for safe working at all times. All electrical equipment is regularly checked. All fieldwork is subject to full risk assessments.

## **11. INCLUSION AND EQUAL OPPORTUNITIES.**

Pupils are generally grouped in mixed ability and gender groups for all activities, though occasionally they may be taught in ability groups. The pupils may work individually, in pairs, as part of a small group and as a whole class.

Support staff will be directed by the teacher about the individual(s) or group they are working with and the support they should be giving. All pupils, including those with special educational needs, undertake the full range of activities. Medium term planning shows how activities have been adapted or extended for the needs of all pupils and, where appropriate, how they relate to IEPs.

## **12. EXTRA CURRICULUR OPPORTUNITIES**

Medium-term planning should identify visits to places of historical or geographical interest and visitors to the school in order to support learning. When possible, other opportunities are provided to promote interest in history and geography in homework projects.

### **13. CROSS CURRICULUM LINKS**

The Humanities make a significant contribution to the teaching of other subjects, notably Science, History, Geography, Literacy, ICT, RE, the Expressive Arts, Design and Technology. There are opportunities to contribute to other curriculum areas, for example, citizenship, environmental education, the world of work and aspects of children's spiritual moral, social and cultural development.

- i. **English** 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 humanities, they should be applying their literacy skills at levels similar to those which they are using in their English work.
- ii. **Maths** Humanities provides ample opportunities for the practical application of mathematics. Pupils are encouraged to choose and use appropriate ways of showing and reading data. They may be required to use fractions and percentages to describe quantities and proportions, read and interpret scales, identify position and direction
- iii. **ICT** At both key stages this involves the pupils using ICT to:
  - locate and research information
  - record findings (using text, data and tables).
  - use, draw and paint programs to model ideas

#### **iv. Spiritual Development**

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses and their resilience to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

**v Moral, Social and Cultural Development** The humanities help pupils to reflect on how past lives and affects the environment and the consequences of their actions. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. In history children are encouraged to consider moral questions and dilemmas, explore similarities and differences between past and present societies and gain an understanding of and empathise with people from different

cultural backgrounds. In geography children are asked to consider moral questions and dilemmas of what effects humans are having on their planet, the effect this is happening on humans in different areas of the world and allow pupils to develop their humility and an understanding of the world as a global community.

#### **14. LEADERSHIP AND MANAGEMENT**

The Governing Body and the Head teacher are responsible for monitoring, reviewing and changing the policy and development plan for both History and Geography. The Humanities subject leader is responsible for day-to-day management. Curriculum decisions take place within the school each term.

The Head teacher and the Humanities subject leader monitor the implementation and effectiveness of this policy. The impact of the tasks within the scheme on pupils' capability is measured against the success criteria identified in each unit. Where the impact is less than expected, the contributory factors are identified and addressed. The Humanities subject leader periodically reviews training needs and reports back to the senior management team so that these may be incorporated for action in the whole school development plan.

#### **15. REVIEW**

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

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**Review: March 2022**