



Atherton Sacred Heart RC Primary School

Humanities Policy

Through Humanities we learn about the past and world around us so we can appreciate the legacy of others and how we can influence others and make a global contribution to the world that we live in.

Introduction

This policy outlines the teaching, organisation and management of History and Geography taught and learnt at Sacred Heart R.C Primary School.

Through our teaching of the humanities we aim to:

- Fire pupils' curiosity about the past in Britain and the wider world
- Encourage thinking about how the past influences the present
- Help pupils develop a chronological framework for their knowledge of significant events and people.
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world.
- Develop a range of skills and abilities –particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened
- Stimulate pupils' interest in and curiosity about their surroundings
- Increase their knowledge and understanding of the changing world
- Encourage pupils to ask questions and propose solutions to environmental problems
- Develop pupils' competence in specific geographical skills
- Foster a sense of responsibility for the earth and its resources

Through the humanities we can also:

- Improve pupils' skills in English, Mathematics and ICT
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of genre, cultural, spiritual and moral issues
- Develop pupils as active citizens.

Teaching Strategies

Learning and teaching in humanities will be in line with the school's Teaching and Learning Policy, where provision is made for all learning styles.

In Reception and Key Stage One, most of the Humanities curriculum is taught through cross curricular topics that ensure coverage of the National Curriculum objectives. Class teachers create cross curricular Medium Term Plans in the form of a topic web. In Key Stage Two the pupils are taught Humanities in topic afternoons by a specific teacher.

A range of sources is used such as people, the local environment, sites, atlases, census, maps, photographs, portraits, artefacts, written materials, ICT based materials, data and TV/ video extracts.

Pupils work in a variety of contexts-individually in groups, as a class. They present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles/ genre, collage, timelines, sketches and maps.

Fieldwork and visits are in a purposeful and integral part of the curriculum. As they grow in confidence, pupils begin to pose and investigate their own questions about the past and the world around them.

When teaching the Humanities we:

- Always explain what we want pupils to know, understand and be able to do through the history and geography they are about to do.
- Use key questions to direct pupils' thinking and enquiry.
- Vary the resources and activities to ensure each pupil can learn effectively.
- Use starters and reviews to ensure pupils fully understand what they are learning, how they learn and how well they are progressing.

Equal Opportunities

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Resources

We have a wide range of resources to support the teaching of the humanities across the key stage including texts, artefacts, videos, DVDs, sites, photographs, maps, atlases and ICT. These are stored in the Humanities cupboard. In addition subject specific book bundles can be borrowed from Wigan library services.

Health and Safety

This needs to be read alongside our Health and Safety Policy and Off Site Activities Policy.

Assessment and Record Keeping

To assess pupils' progress in humanities we:

- Gather evidence of what individual pupils know, understand and can do in History and Geography by observing them at work, listening to and discussing with them and evaluating any work that they produce.
- At the end of each topic we record the NC objectives covered and examples of children's work as part of the overall topic evaluation. These evaluations are kept in the whole school topic folder.
- Sacred Heart makes an assessment of progress to each child as part of the child's annual report to parents. A record of each child's report is passed on to the next teacher.

Monitoring and Evaluation

The monitoring of the standards of children's work is the responsibility of the humanities subject co-ordinator. This is carried out through monitoring of teachers medium term planning, scrutinies of children's work and pupil perception interviews. An annual evaluation is given to the head teacher identifying the strengths and weaknesses of the subject and indicating areas of improvement.

The role of the Humanities Co-ordinator

- Inspire an enthusiasm for the subject and advise staff when necessary
- Ensure continuity of progression in work across the key stage and coverage of the National Curriculum
- Write and evaluate an annual action plan
- Monitor the scheme of work to ensure progression and continuity in History and Geography throughout the school
- Act in an advisory capacity and encourage 'good practice'
- Promote ICT in the subject
- Manage a budget and the ordering and maintaining of all materials
- Develop a common approach to assessment of the subject
- Take the lead in policy development and update the policy when required.

