

Sacred Heart Hindsford R.C. Primary School

Humanities Policy



Policy written by M. Kirkup

Humanities Leader

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Accepted by Governors: *J. Carter* signed (chair)
J. M. Dermott signed (Head)

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Mission Statement:

**By living out our Catholic faith
TOGETHER
we ENCOURAGE
and ACHIEVE.
I have called you by name.**

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Philosophy

"How do you know who you are unless you know where you've come from? How can you tell what's going to happen, unless you know what's happened before? History isn't just about the past. It's about why we are who we are, and about what's next." (Tony Robinson)

"In our Humanities curriculum we learn about the past and the world around us so we can appreciate the legacy of others and understand how we can all make a global contribution to the world that we live in. Thus enabling our students to become active twenty first century citizens of the world" (Mrs M. Kirkup)

Principles

Pupils should become increasingly proficient in historical and geographical enquiry as they develop skills, language and thinking. They will develop their ability to use evidence to reach and communicate sustainable conclusions and will be increasingly proficient in recognising and challenging a variety of interpretations in history. Our pupils will find out more about the local area, as well as studying a wide range of places and themes at different scales. They will begin to understand their place in the world and their influences upon it. Through drawing links between history and geography, it is possible for the pupils to realise that it is this influence that could make a huge difference to the world they live in.

Humanities and the Curriculum

Teaching and learning strategies

In Foundation and Key Stage One, most of the Humanities Curriculum is taught through cross-curricular topics that ensure coverage of the National Curriculum objectives with a particular focus on skills.

In Key Stage Two, the pupils are taught Humanities by the Humanities Co-ordinator. Lessons are suitably delivered, in line with the National Curriculum and differentiated using guidance from the History and Geography Association.

A range of sources are used to develop pupils understanding and knowledge of an enquiry. Interviewing people, visiting the local environment, analysing archaeologist findings, using census data, maps, photographs, portraits, artefacts, written materials, ICT based materials, data and TV/film extracts support and enhance the learning for our pupils.

Pupils work in a variety of contexts: individually, in groups and as a class. They present their knowledge and understanding in a variety of ways. For example, through drama, debate and various writing styles. Fieldwork and visits are 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 Humanities we:

- Always explain what we want the 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 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.

Planning

Planning is based around the school's curriculum plan and subsequent schemes of work. The school's curriculum plan is taken from the National Curriculum document. Planning for the subject is termly with weekly annotations expected to inform the progress and direction of future learning.

History Aims

- 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
- To introduce pupils to historical enquiry through studying evidence, asking questions and problem solving
- To promote the skills of argument, speculation, hypothesis, chronology, awareness of points of view, observation, evaluation, research, comparison, deduction and role-play
- To enrich and support other areas of the curriculum

Geography Aims

- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- 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 resource
- To develop an interest in the wonder of the world, including an appreciation of ethnic, cultural and economic diversity
- To develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry
- To develop positive attitudes and a sense of responsibility towards the environment
- To enrich and support other areas of the curriculum

Through Humanities, we can also:

- Foster to improve pupils' skills in English, Mathematics and Computing.
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of genre, cultural, spiritual and moral issues as well as British Values.
- Develop pupils as active citizens.

G&T / SEN

We teach Humanities to all children, whatever their ability. Humanities forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Humanities teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Opportunities for the more able children are used to extend their historical and geographical understanding.

Assessment

The purpose of assessment is to:

- support children's progress in history and geography;
- make judgements about standards of children's work in humanities in the longer term;
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Assessment can take place in an everyday classroom situation through:

- watching children as they work in history;
- listening to children as they talk about their learning in history;
- questioning children
- discussing and reviewing children's work with them;
- marking children's work;
- asking children to assess their work or the work of their peers.

Cross-Curricular Links

There are important relationships between history and geography and the rest of the curriculum. All subjects have an historical dimension and history allows children to develop skills including communication, maths, problem solving, information handling and study skills. Geography has links, too, with the development of mathematical skills, scientific investigation and computing. Our aim is to explore opportunities to complement and enrich other areas of the curriculum, wherever such opportunities exist.

Fieldwork

We believe that fieldwork is an important way of stimulating children in both History and Geography, and should be a purposeful and integral part of our planning. We aim to create a minimum entitlement of fieldwork for every child. For example, the Year Six class annually take part in a range of fieldwork activities at Hinning House.

Computing

We will make full use of the potential offered by media to enhance the teaching and learning of history and geography. For example, video clips from Youtube; designing propaganda posters for WW2.

On each set of plans there will be examples of useful websites to support the teaching and so enhance the learning of that particular unit.

Equality of Opportunity

At Sacred Heart, every child will have full access to our curriculum regardless of gender, ethnic background or learning ability.

Learning Experiences

The children will develop their knowledge, skills and understanding by experiencing a wide range of learning experiences. These will include:

- Direct instruction
- Investigation and problem-solving
- Practical enquiry
- The use of artefacts, photographs and posters
- Research skills (including atlases)
- Use of video / slides
- Drama and role-play
- Educational visits (e.g. to museum)
- Computer-based learning
- Whole class, group, and individual work

Parents and the Community

At Sacred Heart, we value the working partnerships with parents and the community, so we aim to provide opportunities to visit local places of historical and geographical interest, such as the Museum of Wigan life.

Resources

Resources for history and geography are mainly located in storage-boxes, labelled according to the topic. Each box contains a range of books, videos, posters and other resources to support fully the teaching of a particular unit of work. Other resources can also be found on the school's server. Additionally, the school are members of the Historical Association and as such accesses resources through their website as well as attending annual conferences.

Monitoring

Mrs Kirkup together with members of the SLT will be involved in a range of monitoring activities:

- A selection of children from each class will be interviewed.
- The children will need to bring with them evidence of their research.
- Through discussions with staff.
- Governors will also be asked to support the monitoring for Humanities.

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 pupils' progress in their skills and knowledge of a study.
- Sacred Heart reports annually to parents their child's progress in both their attitude and attainment. A record of each report is passed on to the next teacher.

Roles and Responsibilities

The Humanities Subject Leader assists the process and take specific responsibility for history and geography issues in the school.

It is their responsibility to:

- support colleagues in teaching the subject content;
- monitor current practice;
- instigate and organise teaching programmes, planning documents and schemes of work where necessary;
- develop a school policy;
- resource the curriculum;
- facilitate the assessment of children's work;
- be a consultant to colleagues in planning the Humanities content of their teaching;
- keep people informed of possible visits and courses;
- maintain geography and history curriculum files which include medium term plans.

This policy will be reviewed regularly in consultation with staff and following any national initiatives. A copy will be available on the school web site.

Reviewed: September 2019

Next review: September 2021