

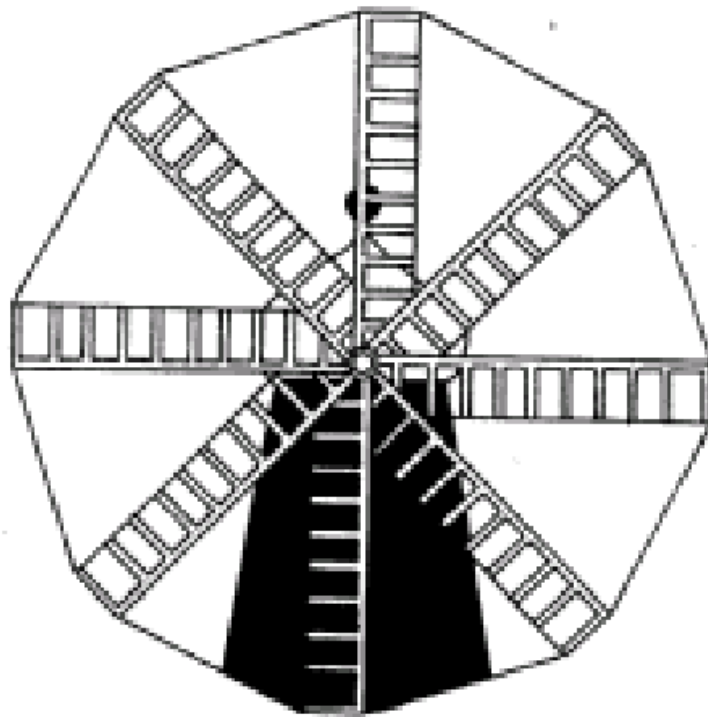
Humanities Policy

Heckington St. Andrew's C of E Primary School

Respect + Responsibility + Relationships + Resilience + Reverence

Five Rs = Ready for Life

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



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The Humanities policy is a statement of the aims, principles and strategies for the teaching and learning of History and Geography. This policy aims to outline the purpose, nature and management of the teaching and learning of humanities in our school.

The implementation of this policy is the responsibility of all teaching staff.

1. Aims

In our teaching of Humanities we strive to:

- Encourage pupils to take responsibility for their own learning and to become increasingly independent.
- Teach pupils about Britain's past from the Stone Age to The Battle of Hastings.
- Develop pupils' understanding of ancient civilisations and the history of other parts of the world.
- Help pupils to know how individuals have helped shape British society and values.
- Provide opportunities for pupils to make judgements based on historical evidence.
- Teach pupils how life has changed over long periods of time and make comparisons.
- Undertake local history and geography studies in order to promote understanding of changes to, and influences on, their locality.
- Develop geographical knowledge and an understanding of the world and its peoples.
- Promote a sense of national identity and place it within a European and global context.
- Undertake geographical enquiry and promote awareness of global environmental issues.
- Develop core skills such as enquiry, critical thinking, fieldwork, and collecting, interpreting, making connections between & presenting evidence.
- Develop well-rounded global citizens by looking at the way people and places are interconnected, to develop a sense of 'global citizenship' and responsibility.

We believe that the teaching of humanities enriches the children's lives and by talking about and actively exploring a variety of physical and human features in the past, present and future all pupils will gain a true feel for the world around them and how events have influenced our lives today.

We believe children should see themselves as an important part of the society that surrounds them and be encouraged to have a curiosity about the differing people and events in their world now and long ago and understand the interdependence of lands, cultures and of different generations within a global ecosystem. We aim to foster a desire for lifelong learning that may develop into future careers, hobbies or past-times.

2. Intent

The vision for Humanities at Heckington St. Andrew's Primary School:

- To develop children's experiences and understanding of geography and history, inspiring and igniting their curiosity about the wider world.
- We use the National Curriculum guidelines in order to develop our writing curriculum but our aim is to make history and geography relevant and purposeful for our

children.

- Where possible we will create experiences, including those linked to the local community, to enhance children's knowledge about significant events in British History and our geographical locality.
- Increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive multi-cultural country.
- At Heckington St Andrew's we aim to inspire, engage and motivate our children to ignite a passion for learning so that they can succeed and reach their full potential.
- We aim to meet the needs of all learners in our curriculum, challenging them and enabling them to write for a range of audiences and purposes.
- We encourage our children to share what they have written with each other, their families and the wider community and to learn from others.
- Differentiation is achieved by emphasising deep knowledge and through individual support.

3. Legislation and Guidance

History and Geography are foundation subjects within the National Curriculum. This policy therefore reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

4. Implementation

A collaborative approach to planning these termly themes ensures that good coverage and progression between year groups takes place and that over a longer period, all skills and content from the National Curriculum 2014 should be covered in depth. Planning and teaching should include links to the wider and local community, to ensure that children can associate learning to real world situations as well as make connections to how history has contributed to them sociologically and anthropologically. We should also ensure that fieldwork skills are an integral part of our planning. We should ensure that the humanities progression document is followed, to ensure that children benefit from a progression of historical and geographical skills.

5. History

All teachers will be responsible for the planning and teaching of history, in consultation with the subject leader.

All children are given equal access to the programmes of study through differentiated support. Risk assessments are carried out before all fieldwork activities take place and TA support planned for anyone with a disability or a SEN that requires extra support.

Foundation children work towards the skills, knowledge and understanding taught at KS1. They study their own lives and those around them, famous people and their local area.

To fully understand and benefit from the teaching of History, children should:

- Be offered the knowledge and understanding of chronology and are able to recognise that the past can be divided into periods of time.
- Are able to develop a range and depth of historical knowledge and understanding- Pupils develop factual knowledge of events, people and changes in the past.
- Are able to understand and apply interpretations of history - Pupils identify with confidence some of the different ways in which the past is represented.
- Are given the opportunity to develop historical enquiry skills - Pupils study evidence, ask questions and solve problems.
- All children will be encouraged to use historical language from Foundation stage.
- When engaged in fieldwork the children are expected to behave in a considerate, responsible manner showing respect for other people and the environment. All out of school activities will comply with the guidelines in the school health and safety policy, with particular reference to risk assessment. The school's usual charging and remissions policy will apply for distant fieldwork.

6. Geography

In Geography, children will need to be taught geographical enquiry and skills when developing their knowledge and understanding of places, patterns and processes, and environmental change and sustainable development.

The Programme of Study for Key Stages 1 & 2 includes:

- Geographical enquiry and skills
- Knowledge and understanding of places
- Knowledge and understanding of patterns and processes
- Knowledge and understanding of environmental change and sustainable development
- Breadth of study: through the study of at least two localities (and three themes at key stage 2) knowledge, skills and understanding will be taught. Fieldwork investigations will be carried out where appropriate, incorporating a range of scales.

Children in foundation will be encouraged to use geographical language and to begin to compare and study their immediate surroundings, by taking part in activities which encourage this.

An investigative approach to Geography, involving children's active participation in enquiry, fieldwork, map work and use of ICT where appropriate is promoted. Children have the

opportunity to use the following resources - globes, maps, atlases, pictures, aerial photographs, measuring equipment, games, the internet and books. It is the responsibility of the subject leader to ensure that these resources are up to date and available.

Where appropriate, lessons outside of the classroom should be encouraged to gain full and active participation by all children irrespective of ability, race or gender; working as individuals, in groups or as a whole class.

When fieldwork is carried out, the children are expected to behave in a considerate, responsible manner showing respect for other people and the environment. All out of school activities will comply with the guidelines in the school Health and Safety Policy, with particular reference to risk assessment and Evolve. The school's usual Charging and Remissions Policy will apply for fieldwork.

Geography helps children to become more aware of environmental, social and political issues of the present time. Wherever appropriate, Geography will provide opportunities to promote pupils' spiritual and moral development, and citizenship skills, to encourage hobbies and careers in accordance with the subjects.

7. Impact

Success Criteria:

This policy will be followed successfully if the following criteria are observed:

- A balanced history and geography curriculum is delivered, which accords with the National Curriculum recommendations and requirements, and the Heckington humanities progression document.
- The learning environment is enhanced through the use of and celebration of history and geography.
- Most children enjoy, and feel themselves to be able to achieve in these subject areas.

8. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

9. Monitoring Arrangements

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome for humanities in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with the Humanities Leader. These tasks will link into a programme of monitoring, Strategic Development Plan priorities and actions, as well as performance management of teaching staff. The Headteacher and Humanities Leader will report their findings through regular reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

The Humanities Leader will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in Humanities through observations, learning walks, data analysis, book scrutinies and pupil interviews. They will provide written feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement.

The Governing Board will act as a critical friend and will meet termly with the Humanities Leader and analyse a range of evidence. They will produce a written report which will be shared with governors.

10. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Curriculum Policy

This policy will be reviewed every four years by the Curriculum and Standards Committee. At every review, the policy will be shared with the full governing board.