

Hindley J and I School



Humanities Policy

Written: September 2016

Mrs Nash **Signed by Headteacher** 17.01.17 **date**

Miss Smith **Signed on behalf of the school** 17.01.17 **date**

Original signed copies in school

Introduction

History and Geography are foundation subjects within the new 2014 National Curriculum. 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.

Audience

This policy has been agreed by the staff and the Governing Body.

Subject Aims

The aims of teaching History and Geography at Hindley J and I are consistent with our school philosophy and take account of the 2014 National Curriculum.

In our teaching of Humanities we aim to:

- To fulfil the requirements of National Curriculum for History and Geography;
- To provide a Humanities curriculum which is broad, balanced, relevant and differentiated;
- To prepare children for living and working modern Britain;
- To ensure the progressive development of historical and geographical knowledge, understanding and skills;
- To promote positive attitudes and enthusiasm for Humanities work in school;
- For children to value History and Geography as a subjects in their own right as well as understanding its contribution to other curriculum areas and cross-curricular themes and dimensions.

Through Humanities we can also:

- Improve pupils' skills in English, mathematics and computing;
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues;

- Encourage pupils to take responsibility for their own learning.

Spiritual, Moral, Social and Cultural Awareness

We aim to encourage awareness that other people have different personalities, cultures, habits and practices. We also aim to develop empathy, the capacity to begin to understand the viewpoints of others without necessarily agreeing with them.

As children's ability to understand interpretations of history develops, they will be able to explore conflicting viewpoints which will help them to identify and thus challenge racial or other forms of prejudice and stereotyping.

In Geography, we aim to help pupils build an informed and balanced view of the world and their place in it. We also aim to encourage aesthetic awareness and a sense of wonder in the appreciation of the beauty in natural and manmade phenomena.

Curriculum Organisation and Assessment

Most of the humanities curriculum is taught through cross-curricular 'Learning Challenges' that ensure coverage of the 2014 National Curriculum. Class teachers plan for History and Geography using the school planning format which clearly states learning objectives and steps to success as and where appropriate. Units of work may be taught in blocks, themed enrichment days or in afternoon sessions over the term.

Varying teaching methods are adopted to suit a range of learning styles and resources are provided in order that all children are able to access the learning. 'Learning Challenge' related visits are undertaken and outside agencies used to give pupils the opportunity to undertake interactive historical and geographical fieldwork studies.

We believe that good teaching in Humanities should retain the children's interest and therefore a range of activities are used to deliver the humanities curriculum including:

- Presentations,
- Artefact enquiries,
- Activities involving ICT,
- Story-telling,

- Fieldwork visits or visitors including investigations, interviews, questionnaires, surveys, sketching, problem solving,
- Role play / drama,
- Discussion and debates,
- Quizzes,
- Interactive displays,
- Enrichment days e.g. Partake theatre group days.

Children are encouraged to undertake personal research at home to support and extend their learning in humanities.

At the end of each 'Learning Challenge' assessments are carried out termly by teachers against year group expectations. Teachers use Target Tracker to show when objectives have been achieved. A record of each child's progress and attainment is shared with the next teacher.

Early Years

We encourage the development of skills; knowledge and understanding that help Early Years children make sense of their world as an integral part of the school's work. As the Early Years is part of the Foundation Stage of the National Curriculum, we relate the development of the children to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five.

Monitoring

The monitoring and evaluation of humanities is the responsibility of the subject leader/s. This is carried out through monitoring of teachers' planning, scrutiny of pupils' work, lesson visits and pupil interviews. A termly evaluation is shared with the Curriculum Manager identifying strengths and areas for development.

The work of the subject leader also involves being responsible for their individual budgets, supporting colleagues in their teaching, being informed about current developments, and providing a strategic lead and direction for this subject in the school.