



Humanities Policy

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Humanities Policy

Introduction

The Woodlands Academy acknowledges that Humanities (Geography and History) is a component of the National Curriculum and must be provided for all pupils.

This policy has been formulated through consultation and discussion with regard to statutory requirements. It supports the whole school Equal Opportunities Policy and reflects all other whole school policies. Pupils are taught in a combination of groups. As a school we recognise the desirability of ability grouping in certain circumstances and the need to create opportunities for individual, small group and whole class teaching. We adopt a variety of teaching styles to suit individual needs. Appropriate provision is made for pupils who need to use means of communication other than speech.

The curriculum in the school will be drawn from the National Curriculum Programmes of Study. Material may be selected from outside National Curriculum Key Stages where it is necessary to enable individual pupils to progress and demonstrate achievement.

Aims

Humanities teaching within Woodlands Academy aims to give our pupils a greater understanding of the world around them and supports in developing fundamental British Values.

Good geography teaching aims to:

- Inspire in pupils a curiosity and fascination about the world and its people
- Develop pupils' knowledge and understanding about diverse places, people, resources and natural and human environments
- Deepen understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments
- Acquire Geographical knowledge, understanding and skills
- Enable children to learn and explain how the Earth's features are shaped, interconnected and change over time
- Develop pupils' understanding of basic subject specific vocabulary

Good history teaching aims to:

- Help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world
- Help children to develop a chronological framework for their knowledge about significant events and people
- Inspire curiosity and foster pupils' enthusiasm to know more about the past
- Encourage pupils to ask relevant questions, think critically, weigh evidence, consider arguments and develop perspective and judgement
- Develop an understanding of the way of life and cultures of people in different countries.

What we teach

The teaching of Humanities at The Woodlands Academy is intended to develop pupils' sense of self, time and place in the immediate and wider world. Work in Humanities will promote the development of general skills including language, enquiry, exploration and comparison. Staff will provide pupils with learning opportunities :-

- To assist the development of the day to day language of time and change
- To help pupil acquire techniques, strategies and skills for exploratory and comparative enquiry
- To enrich and work in co-operation with other curriculum areas
- To stimulate pupils' interest in and appreciation of their surroundings
- To help give pupils a sense of identity through an understanding of their cultural origins and shared / personal inheritance

Organisation, Planning and Content

Humanities is taught as a discreet subject and through cross-curricular topic work as appropriate to the needs and learning styles of the pupils; including ASDAN units at KS4. Pupils will be given opportunities to develop their own interests within the scheme of work and individual lessons.

Teaching will take place in classes, small groups, pairs and individually. Learning objectives will reflect individual need and will encompass pupils' learning styles and the need to over-learn.

Planning in the short, medium and long term will ensure learning is broken down into achievable, individualised objectives. Teaching / support staff will evaluate lesson objectives at the end of the lesson to ensure learning outcomes feed into the planning cycle.

Pupils will be offered the opportunity to present their work through different forms including ICT and should relate to the guidelines for teaching speaking and listening, writing, communication and interaction programmes.

We use a range of teaching and learning styles in cross-curricular Humanities led themes and also discrete Humanities based teaching.

The Woodlands Academy will have a Culture Week at least once a year. At the end of the week parents and carers should be invited to a 'show and tell' assembly where pupils can share what they have learnt.

Learning across the Curriculum

We use subjects as a 'vehicle' to teach other skills, these include Personal, Social, Health and Citizenship, Communication, English and Mathematics. As illustrated in the table below:

Subject	Subject Area	Examples (not exclusive or exhaustive)
PSE	Independence	<p>Communicate simple choices such as the colour they want to paint the classroom area on a simple school map, or map of the local area.</p> <p>Recognise resources for familiar activity e.g. topic box, candles for birthday celebrations, the angel for the top of the Christmas tree.</p> <p>In a small group participate in organising activity e.g. plan a story linked to a belief; making a booklet of people who help us in school, taking photos of natural objects in the local area.</p> <p>Developing skills for independent living e.g. Learning to cross road safely when conducting local area study focussed on use of buildings</p> <p>Develop knowledge of how they are feeling and how to manage their feelings through, for example, relaxation/meditation and reflecting with a peer/adult.</p>
	Interacting & working with others	<p>Explore objects toys or equipment – e.g. handling artefacts, objects collected on a nature walk, toys from modern and Victorian times.</p> <p>Play alongside another child on same equipment – e.g. playing with dressing up box, handling artefacts, reading book alongside another child</p> <p>Begin to share object with another – e.g. using photo turn taking prompts to handle artefacts, play game on computer, use the class camera to record where in the local community the class has visited.</p> <p>Express feelings – e.g. express feelings (using choice board) during story, visiting place of worship, meeting a visitor from a faith community.</p>

		Developing and sustaining friendships and relationships – e.g. when thinking about ‘who am I’ include friendships. Links to SRE groups and individual sessions.
	Attention	<p>Show anticipation in familiar situations – e.g. shows excitement as dressing up box appears, excitement when food (from different cultures) is put on the table</p> <p>Attend to adult directed activity for 5 minutes – e.g. listens to story, art session linked to Greek clothing.</p> <p>Begin to understand that activities have rules and boundaries – e.g. health and safety rules when cooking food from other cultures, keeping safe whilst out exploring the local community, using a map making app on the ipad with a peer.</p> <p>Start and complete a variety of tasks despite distractions – e.g. completes place of worship puzzle, piece of art in preparation for whole school assembly.</p>
Communication, language and literacy	Communication	<p>Develop subject specific vocabulary including signs and symbols; language of the past present and future; language of position and movement.</p> <p>Request chosen item or object e.g. match symbol to religion when symbol has been placed on coloured disc to aid identification. Requesting object when playing lotto style game to match people who help us in school with their location and related objects.</p> <p>Request ‘help’ – e.g. to put on dressing up clothes, scrunch the paper for a collage, measure the distance between 2 rooms in school.</p> <p>Follow 2/3 key word instructions – e.g. put the <u>tiger</u> in the <u>ark</u>, place the <u>tree</u> in the <u>park</u> on the map.</p> <p>Ask relevant questions to extend understanding and knowledge – e.g. using ‘what’ ‘why’ ‘when’ questions to discuss story from religion/the past, using question starter prompts.</p>

	Reading	<p>Identify initial letter/sound in name of objects found on a nature walk – e.g. 'st' stone, 'l' leaf. Match to written letter.</p> <p>Listen to and discuss and range of texts above their independent reading level – e.g. stories from different religions, non fiction texts about different cultures and beliefs, Link what they read or hear to their own experiences – e.g. talk about the meaning of story they have heard, when have you felt happy / sad / disappointed? Identify things we celebrate in our culture/at school/at home, and how we celebrate – e.g. Birthdays, Christmas, weddings, baptism.</p> <p>Develop positive attitude to reading and understanding of what they have read – e.g. use dictionary to find out meaning of new words</p> <p>Understanding a map and it's key e.g. – when exploring local area.</p>
	Writing	<p>Use variety of media linked to topic, and art activities to strengthen pincer grip, tripod grip, bi lateral movement such as using scissors; core stability and hand-eye coordination.</p> <p>Make phonetically plausible attempts to write labels linked to topic – manage what needs labelling to match ability level.</p> <p>Use dictionaries to look up the spelling of vocabulary specific to the project.</p> <p>Opportunities to write for different purposes (plan, draft, evaluate and proof read as appropriate) – e.g. persuasive writing to change a person's opinion; directions to a place; an account of how they felt or someone might feel in a given situation linked to topic.</p>
Numeracy	Number	<p>Find and read numbers in the community – identify 1/10 more/less than the number found.</p> <p>Count out materials for a project – e.g. 4 triangles and 1 square to make an Egyptian pyramid.</p> <p>Problem solving – dividing all the animals in the ark between Noah, his wife and 2 sons, to make sure they are all fed.</p>

		Recognise/write numbers and record - e.g. in stories, during road traffic survey and data analysis, recording measurement of distances between locations.
	Measurement	Sequence story / events e.g. Easter Story, story of Rama and Sita; events leading to coastal erosion, deforestation. Cost/budget for a cultural food event or particular food. Language of time e.g. time between events in a story, how long is the Diwali celebration?; before, after, yesterday, long ago, before we were born. Distances between places – mapping skills
	Position & Direction	Place pictures of key features in correct place on map of a place of worship following positional instruction Describe the location of artifacts/places in the community/places around school, in relation to each other. Follow/give directions in the locality. Use coordinates to plot where they have been on visits, where celebrations are taking place etc.

Assessment, Recording and Reporting

Teachers will assess pupils work in Humanities by making informal judgements during lessons. All lesson outcomes are evaluated by the teacher or teaching assistant to plan for future learning. Written or verbal feedback is given to the pupil to help guide his/her progress (following marking guidelines). Pupils who are able to are expected to make judgements about how they can improve their work.

Assessment is ongoing through observation, discussion, levelling and scrutiny of work. In December and June staff will use the Geography and History skills lists to show pupils progression.

Monitoring and Evaluation

The quality of the teaching and learning of Humanities is monitored by the Subject Leader and through the staff appraisal system and formal observations. This will assist the Academy in the self-evaluation process identifying areas of strength and areas of development.

In monitoring the Teaching and Learning of Humanities, the Subject Leader will:

- Implement subject policies, plans and practises, which reflect the Academy's commitment to high achievement and effective teaching and learning
- Evaluate the impact of actions taken on teaching and learning, and use this analysis to guide further improvement using a variety of tools including planning sampling, work sampling, teacher discussion, pupil interviews, and drop-ins, observing learning and rates of progress in lessons.
- Offer support to teachers in planning, teaching and assessment.
- Keep up to date with statutory requirements and relevant initiatives.
- Ensure that there is continuity and progression in the planning and teaching of Humanities throughout the school.
- Set targets for subject development.
- Ensure that the whole school assessment, recording and reporting is followed in relation to Humanities.

- Prepare detail of subject development, including the identification of training needs, to inform the school development plan.
- Manage the annual budget allocation for Humanities alongside the curriculum budget holder.
- Organise and maintain a catalogue of resources

Monitoring and Review

The Humanities policy is subject to regular review in line with the Academy's curriculum monitoring. Changes and adaptations will be carried out as required. The work of the Subject Leader will also be subject to review by the Headteacher as part of the appraisal process.

Appendix 1: Key Documentation

This policy should be read in conjunction with the following school policies / guidelines:

- Teaching and Learning Policy
- Subject Leader Policy
- Marking and pupil feedback guidance
- Geography and History skills progression lists

The following documents have informed this guidance:

National Curriculum in England:

Geography Programmes of Study

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf

History Programmes of Study

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf