



# Humanities Policy

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## **Intent**

At Friezland our humanities curriculum develops curiosity and fascination about the world and inspires children to want to find out more about the past and to think and act as historians. Children investigate a range of places and locations both in Britain and abroad to help develop their understanding and knowledge of the Earth's physical and human features. By linking learning to a range of themes, children have opportunities to investigate and interpret the past, understand chronology and build an overview of Britain's past as well as the wider world.

The National Curriculum 2014 states: 'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives and a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.'

## **Aims**

The aims of Geography Education at Friezland are to enable children to:

- Promote an excellent knowledge of where places are and what they are like, both in Britain and the wider world.
- Develop an extensive base of geographical vocabulary.
- Encourage fluency in map skills and fieldwork to reach clear conclusions.
- Promote a genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

The aims of History Education at Friezland are to enable children to:

- Promote an excellent knowledge of people, events, and changes from a range of historical periods, including significant events in Britain's past.
- Develop an extensive base of historical vocabulary.
- Encourage the ability to think critically about history and communicate ideas confidently.
- Develop the skill of putting events and significant individuals in chronological order.
- Promote fluency in the skill of researching and obtaining historical evidence from a range of sources.
- Contribute to the skill of formulating questions and lines of enquiry about the past.
- Promote a developing sense of curiosity about the past and how and why people interpret the past in different ways.

## **Teaching and Learning**

### **Foundation Stage**

Children in the Early Years Foundation Stage study 'Understanding the World'. This provides them with opportunities to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment and people and places that have significance in their lives. As the reception class is part of the Foundation Stage Early Years, we relate the humanities aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) and Development Matters which underpin the curriculum planning for children aged 0-5years.

### **Key Stage 1**

In Key Stage 1, Humanities is about developing knowledge, skills and understanding relating to children's own environment and the people who live there and developing an awareness of events in their own and more distant past.

Children will....

### **Geography**

- investigate and learn about the physical and human features of their own environment and appreciate how their locality is similar to and different from other places – by studying areas in the UK and wider world;
- focus on geographical questions like 'What?', 'Where is it?', 'What is it like?' and 'How did it get like this?';
- develop and use geographical enquiry skills, including fieldwork skills, geographical terms, making and using maps and using photographs;

### **History**

- know about changes in their own lives and the way of life of their family, and
- have an understanding of the way of life of people in the more distant past that lived in Britain.

### **Key Stage 2**

In Key Stage 2, Humanities is about developing knowledge, skills and understanding relating to people, places and environments at different scales in the United Kingdom and overseas and an appreciation of how places and events from the past relate to each other and the wider world.

Children will...

### **Geography**

- study places and themes at different scales – from local to national in the United Kingdom and overseas and investigate how people and places are linked and how they relate to the wider world by researching life in an Indian village and world locations of current topical interest;
  - study how and why physical and human features are arranged as they are in a place or environment and how people are influenced by and affect environments issues, rivers and mountains as well as identifying geographical processes involved in world events;
  - focus on geographical questions like 'What is it like?', 'How did it get like this?' and 'How and why is it changing?';
  - develop and use geographical enquiry skills, including fieldwork and IT skill, geographical terms, making and using maps and using photographs;

### **History**

- know about the lives of significant men, women and children in the history of Britain and the wider world, and
- develop the skills of chronological understanding, historical interpretation, historical enquiry and organisation and communication.

### **Cross Curricular Learning**

#### **English**

Humanities teaching contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Each term children work on non-fiction texts which are linked to the Humanities topic being studied in class. Children develop their English skills through composing and reading reports, letters, explanatory texts and partaking in debates of a historical and geographical nature.

#### **Mathematics**

Children learn to use numbers and develop analytical skills e.g. analyzing population statistics and time lines. Children also have the opportunity to learn to interpret information presented in graphical or diagrammatic form.

## **Computing**

The use of Computing as a tool to facilitate learning, extend learning networks and increase children's understanding of the world in which we live cannot be overstated and plays an important role at Friezland.

At both key stages this involves the pupils using computers to:

- locate and research information (i-Pads and the internet);
- record findings (using text, databases and tables);
- gain confidence in using calculators, VCR, video cameras, digital cameras, data logging equipment and computers, and
- communicate with others, locally, nationally and internationally through the use of email.

## **Personal, Social, Citizenship, Health and Emotional Education (PSCHE)**

Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty, recycling and how environments are changed for better or for worse. They discover how to be active citizens in a democratic society by learning how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others. Thus Humanities in our school promotes the concept of positive citizenship and community cohesion with other communities on a local and global scale.

## **Inclusion**

Geography and History are foundation subjects and as such forms part of the school curriculum 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. Assessment against the National Curriculum and subject based key skill criteria (see Appendix 1 – 'I can' statements) allow us to consider each child's attainment and progress against expected levels.

## **Equal Opportunities**

Provision is made for all pupils regardless of ability, disability, special educational need, medical condition, gender, faith or ethnicity. All children have a right to be treated equally and the school will take measures against adults who do not abide by this ethos.

## **Health and Safety**

It is important that all teachers are aware of the responsibility they have regarding health and safety both inside and outside the classroom. Teachers need to take account of both the children's and their own health and safety when involved in Humanities activities.

## **Assessment**

At the end of a unit of work (usually half-termly) summative judgments are made by class teachers. The results are collated on a grid showing groups of children who are emerging, expected and exceeding. The grids are used to inform planning for next steps in learning, for reporting to parents at the end of the year and by the Humanities coordinator on a termly basis to assess how good standards are in Geography and History.

## **Assessment for Learning**

The class teacher will assess children's work in Geography and History by making informal judgements during lessons by questioning, observing and eliciting children's ideas. On completion of a piece of work, the teacher assesses it, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to make judgements about how they can improve their own work.

## **Reporting to Parents**

Parents receive an assessment of their child's ability in Humanities at the end of each academic year and have the opportunity to discuss their child's progress at termly parent's meetings.

## **Resources**

Globes and topic boxes for Humanities are clearly labelled and stored in the Hub. Teachers should collect the box they require and ensure they return it back to the Hub when they have finished the topic. Geography jigsaws, small world play and other practical resources are kept in classes 1 and 2 for children to access during independent learning opportunities. Atlases are stored on the corridor for access by Key Stage 2 and are kept in the classroom in Key Stage 1. Topic related Humanities books and reference books are found in the non-fiction library.

Resource expenditure and staff CPD are linked to school improvement priorities and their impact upon motivation, engagement and standards is monitored and evaluated annually during the summer term.

## **Roles & responsibilities**

### **Headteacher & Governing Board**

The Headteacher and Governing Board are responsible for:

- involvement in focus groups to develop policy and practice;
- overseeing the standards of humanities, and
- approving the acquisition of new resources.

### **Coordinator**

The subject leader is responsible for:

- the audit and identifying of resources for purchase by the Resource Team;
- liaising with the Resource Team to ensure effective maintenance and ease of access to resources;
- monitoring and evaluating the implementation of the scheme of work;
- delivering relevant inset training to other members of staff;
- reviewing long, medium, and short-term planning;
- reporting to governors on standards, and
- writing, modifying and reviewing, in consultation with other staff and governors, the policy document for humanities.

### **Class teacher**

The Class teacher is responsible for:

- planning and delivering the Humanities Curriculum;
- assessing children's work both formatively and summatively, and

- reporting to parents and humanities co-ordinator.

## **Monitoring & Evaluating**

Policy and practice in humanities are monitored and evaluated on a regular basis in accordance with the school development planning cycle. The provision of geography and history will be monitored by the humanities co-ordinator in conjunction with the headteacher. Monitoring takes the form of lesson observation, planning and book scrutinies and pupil questionnaires. Feedback will be given to all staff along with recommendations to inform future policy and planning. Personal development of the humanities co-ordinator will be maintained to ensure that new initiatives and curriculum updates are fed back to staff and incorporated into regular practice. All staff are involved in the review and development of the humanities policy.

## **Data Protection Statement**

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

<b>Data Audit for the Humanities Policy</b>					
<b>What?</b>	<b>Probable Content</b>	<b>Why?</b>	<b>Who?</b>	<b>Where?</b>	<b>When?</b>
Pupil assessment data	Name D.O.B. Test data Teacher Assessment data	Monitor a child's progress and identify next steps  Well-Being of Your Child	All Staff  (as necessary)	Staff electronic records  Paper tests are stored in locked filing cabinets in each classroom / basement  Data is deleted / shredded as necessary	Held on File throughout a child's time at school  Key data is passed onto a new School when moving on  Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

<b>Has Few / No Data Compliance Requirements</b>	<b>Has A Moderate Level of Data Compliance Requirements</b>	<b>Has a High Level of Data Compliance Requirements</b>
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.

## **Appendices:**

1. Long Term Plan
2. Assessment Criteria (I can... statements)