

## **THOMAS GRAY PRIMARY SCHOOL**

### **Humanities Policy**

#### **Rationale:-**

The Humanities are taught through our creative curriculum approach towards learning. We aim to encourage, promote and develop a child's sense of time, an awareness of change, within and beyond their own, appreciate the world they live in, climates, physical features, people and their culture. They need to know that what happens in the world has an impact on their own lives.

#### **Aims:-**

To encourage children's ability to question and so develop their concepts of:

- Attitudes, values and issues.
- Similarities and Differences.
- Process and systems.
- Location and place.
- Spatial patterns.

#### **Objectives:-**

Following the National Curriculum Programmes of study, both key stages are taught in two broad areas:-

- 1) Through knowledge, skills and understanding.

History includes:-

- Chronological understanding.
- Knowledge and understanding of events, people and changes in the past.
- Historical interpretation.
- Historical enquiry.
- Organisation and communication.

Geography includes:-

- Geographical enquiry and skills.
- Knowledge and understanding of places.
- Knowledge and understanding of pattern and processes.
- Knowledge and understanding of environmental change and sustainable development.

- 2) Breadth of study.

Children are taught in the knowledge, skills and understanding through specific areas of study, localities and themes.

#### **Skills:-**

In History the main skills are:-

- Chronology.
- Cause and effect.

- Enquiry.
- Interpretation.

In Geography the main skills are:-

- Physical and human features.
- Environmental features.
- Geographical skills.
- Geographical vocabulary.

### **Curriculum Organisation and Time Allocation:-**

The school has developed its own creative curriculum based on the National Curriculum which incorporates History and Geography in both KS1 and KS2. The school plans a two year cycle in order for year groups to work together – Y1/2, Y3/4, Y5/6. There is no specific time allocation per week due to the nature of our creative curriculum.

Fieldwork is integral to good historical and geographical teaching. We include as many opportunities as we can in order to involve the children in practical historical and geographical research and enquiry. In addition to field trips, there are reflection weeks and show/tell assemblies that focus on what the children have learnt.

In the Foundation stage, humanities is an integral part of the topic work covered during the year. We relate the humanities aspects of the children's work to the Early Learning Goals which underpins the curriculum planning in relation to talking about the past and present, features of their environment, similarities and differences between themselves, others, and places. The humanities make a significant contribution to the Early Learning Goals for developing a child's Understanding of the World through the areas of a) People and Communities, b) The World, in Birth to Development Matters.

### **Continuity and Progression:-**

The curriculum framework ensures progression, and continuity is achieved through the two year cycle creative curriculum plans and by regular assessment and monitoring. All of the skills and elements are taught in an integrated manner. The curriculum framework provides an indication of the focus of each term's work and the areas for assessment.

### **Strategies for Teaching and Learning:-**

The creative curriculum plans for class, group, paired and individual work.

Pupils are engaged in planning, rehearsing, refining, performing, and evaluating their own and others work. Pupils are given opportunities to show what they know, understand and can do in a positive way and are encouraged to develop their own perceptions and understanding and share/present their thoughts to their class and whole school through reflection weeks and show/tell assemblies.

We recognise the fact that there are children of widely different historical and geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by using a combination of the following:

- Speaking and listening activities to provide opportunities to engage, assess and aid progression through questioning.
- Setting some common tasks which are open ended and can have a variety of responses.
- Grouping children by ability in the room and setting different tasks to each ability group.
- Providing resources and tasks of different complexity according to the ability of the child.
- Using classroom personnel to support and scaffold the work of individual children or groups of children.

### **Resourcing:-**

Humanities resources for KS1 and KS2 are stored centrally in topic boxes. They are kept in the Breakfast Club room. Resources for the Foundation Stage are kept within the Foundation Stage in cupboards.

### **Contribution to other areas of the Curriculum:-**

The Humanities make a significant contribution to the teaching of other subjects. There are opportunities to contribute to other curriculum areas, for example, citizenship, environmental education, the world of work and aspects of children's spiritual moral, social and cultural development.

### **Inclusion:-**

At Thomas Gray Primary School we value each person as a unique individual. We strive to meet the historical and geographical needs of all our children, adults and all members of the school community.

All children should have access to a broad, balanced curriculum and make progress at their own pace. Specific children with special needs ranging from SEN and G&T and EAL have differentiated work and this takes into account the targets set for children in their Individual Education Plans.

### **Equal Opportunities:-**

It is important when teaching the humanities that we encourage certain values and attitudes. Through understanding and knowledge comes respect. Through the study of different places we aim to develop children's understanding and knowledge of peoples' race, religion and culture. Historical and Geographical learning will offer equal interests and opportunities to both boys and girls and prepare them adequately for adult membership of a multi ethnic and multicultural society.

### **Health and Safety:-**

All teachers, children and adults are expected to be aware of the need for safe working at all times. All electrical equipment is regularly checked. All fieldwork is subject to full risk assessments.

### **Community Liaison:-**

The children are able to experience the local history and geography of Liverpool, Southport, Bootle and the surrounding area. Field trips to experience the locality are completed in the Infants and Juniors. Local knowledge and expertise is used at every opportunity when it becomes available.

### **Assessment, Recording and Reporting:-**

The National Curriculum attainment targets for humanities are set out into the knowledge, skills, and understanding that pupils of different abilities are expected to have by the end of each key stage. It consists of five level descriptors and indicates the expected progression through the key stages. Assessment in History and Geography is informative and ongoing.

Teacher observation, pupil self-evaluation and evidence, in the form of recordings and notations, are used to inform the assessment process. The children are assessed at frequent intervals to inform future planning and ensure that each child is given the opportunity to reach his/her full potential in the humanities and this progress is reported to parents annually.

In planning, the Humanities leader will review and contribute to teacher planning, and will review and monitor with members of staff the two year creative curriculum plan. They will arrange meetings with year groups and key stages to evaluate work carried out over a period of time and update the scheme accordingly. The Humanities leader is responsible for monitoring the standard of children's work and the quality of teaching. They are also responsible for supporting colleagues in the teaching of History and Geography and for being informed about current developments in the subject.

### **Review**

The Governing Body reviews this policy every three years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Chair of Governors

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Headteacher

Date to be reviewed: \_\_\_\_\_