



Humanities Policy

January 2018

Review date February 2021

Purpose of Policy

History and Geography are foundation subjects in the National Curriculum. This policy forms the basis in which we map out the statutory requirements for the teaching and learning of History and Geography in KS1 and KS2 at Our Lady & St Philip Neri. It will outline the purpose, nature and management of Humanities in our school and inform staff of expectations.

The policy reflects the views of all staff in our school and is supportive of our school Mission Statement. It will incorporate the Teaching and Learning Policy which supports effective teaching and successful learning for all.

All staff are aware of their role in providing purposeful, stimulating and challenging topic coverage of History and Geography from Year One through to Year Six.

Aims and Outcomes

History

- Help pupils gain a coherent knowledge and understanding of Britain's past and the wider world.
- Inspire pupils to know more about the past.
- Equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.
- Help pupils understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Geography

- Inspire curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Equip pupils with knowledge about diverse places, people, resources and natural and human environments.
- Gain a deep understanding of the Earth's key physical and human processes.
- Develop a growing understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Geographical knowledge, understanding and skills will provide allow pupils to explain how the Earth's features at different scales are shaped, interconnected and change over time.

**Taken from the Department of Education History and Geography programmes of study.*

History and Geography and the Primary Curriculum

History and Geography is taught in accordance with the requirements of the National Curriculum.

We expect Humanities to be timetabled weekly, although there is often a cross curricular link to Literacy, PSHE, Art and Design and Technology.

The role and responsibility of the subject leader:

- To support the classroom practise of teachers and support staff.
- To ensure coverage, continuity and progression in planning and teaching.
- To monitor and evaluate the teaching of History/ Geography through book scrutiny's and informal lesson observations.
- To produce action plans for the School Development Plans and manage the budget allocated effectively.
- To attend relevant INSET training.

Equal Opportunities and Inclusion

All children will be given an equal opportunity to maximise their learning, regardless of ability, gender, race, religious belief, disability or talent. Activities in and outside the classroom will be planned in a way that encourages full and active participation by all children, matched to their prior knowledge, understanding and experience.

Equal emphasis will be given to the roles of both men and women in society, at all levels of teaching and learning in the Humanities program of study. Every effort will be made to ensure that activities are equally interesting and stimulating to both boys and girls. Commemoration of Remembrance Day and Black History will be planned with sensitivity.

Learning and Teaching

This should encompass the Teaching and Learning Policy, providing effective teaching, creating successful learners and provide conditions for a successful learning environment through our planning.

Children will play an active part in their learning by showing:

- Readiness - motivated, curious and shows self- belief.
- Resourcefulness - learning from others and showing flexibility in their learning.
- Resilience - perseveres with difficult tasks, adopting various learning styles.
- Responsibility - taking opportunities to learn with others.
- Reflectiveness - look back over work and check for improvements.

Assessment, Recording and Reporting on Progress

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work. Teachers can obtain evidence by direct observation of children at work, questioning, work samples, dialogue with children and photographic evidence of activities taught through various units of work.

The History/ Geography co-ordinator will monitor progress by:

- Informal discussions with teachers, support staff and children.
- Resource audits.
- Book scrutiny's
- Lesson observations with support of SLT.

Resources

Resources are available for each Key Stage, with any new purchases made when budgets are available. Staff make requests for resources to aid in the effective teaching of topics throughout the year.

Review

This policy will be reviewed by staff and governors every three years to ensure the effective teaching and learning of Humanities across KS1 and KS2. Parents are able to request copies of this document and comments are welcome from anyone involved in the life of Our Lady & St Philip Neri RC School.