



Wootton St Peters CE (VA) Primary School Humanities Policy

Introduction

At Wootton St Peter's CE Primary School, we bring together History and Geography under the shared heading of Humanities. We focus on the skills and knowledge of the subjects that are set out in the National Curriculum. We approach History and Geography as vital areas of study in enabling children to understand why the world around them is as it is, to understand their place within it, and to help them to look the future and act as informed individuals. We hope to inspire within our children the deep interest and enthusiasm that is necessary to become life-long learners, respectful and open to other people and ideas, and with a sense of responsibility to the world around them.

Purpose and Aims of education in the Humanities

Geography

Our Geography curriculum is designed to develop children's curiosity and fascination about the world. During their time with us, the children investigate a range of places and their locations – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human features. We also develop the children's ability to apply geographical skills and fieldwork to enable them to confidently interpret and communicate their findings and geographical understanding.

Through high quality teaching, we intend to develop the following essential characteristics of geographers:

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

History

Our history curriculum is designed to inspire children to want to know more about the past and to think and act as historians. We believe the well of vicarious experience provided by studying History will equip children with an enhanced perspective on their world, enabling more informed action. By

linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically. We aim to develop historical knowledge and skills which are transferable to whatever period of history is being studied and will prepare children for future learning.

Through high quality teaching, we intend to develop the following essential characteristics of historians:

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

For the children in Early Years Foundation Stage we intend for them to know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They should know that other children have different likes and dislikes and that they may be good at different things. They will understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. They will talk about the features of their own immediate environment and how environments might vary from one to another. They should make observations of animals and plants and explain why some things occur, and talk about changes.

Teaching, Learning and Assessment

Both the Geography and History curriculum has been mapped out onto a curriculum ladder designed to show a progression of knowledge and skills through the school. This ensures appropriate coverage and makes it clear to teachers exactly what to teach pupils and when (in terms of year groups). We use knowledge map displays and carefully planned sequences within and across topics so that pupils can clearly see their sequence of learning and how what they learnt yesterday has helped them today. Within the schemes of work, opportunities for the revision of facts and for the introduction to key vocabulary are built in. Having mixed-year group classes, we plan a two-year cycle of topics to ensure coverage without repetition.

In the Early Years Foundation Stage, we teach Humanities as an integral part of the topic work covered during the two-year programme. History and Geography relate to the learning objectives

within Development Matters - knowledge and understanding of the world. The learning takes place through continuous provision throughout the setting, both indoors and outdoors.

There are facilities for Humanities work to take place in each classroom. Classes are also able to use the dining teaching areas, the playground and the quiet intervention rooms. There is also our outdoor classroom, as well as the local environment beyond the school gates. Humanities have a budget for resources, which is managed by the subject Leader in line with the School Improvement Plan. We use a diverse range of resources to enhance the children's learning experience, including – but not limited to – the use of maps, globes, iPads, laptops and Chromebooks, images and artefacts.

Differentiation will be by dialogue and support, outcome, grouping, task, resources, assessment and or pace. Care in the planning of the lesson content for the support of pupils with SEN, including the very able, will ensure that they are provided with tasks suitably matched to their ability. Differentiation may be achieved by modifying the task, language and stimulus, or by providing extension activities and individual support.

All pupils will have an equality of access to a broad and balanced curriculum irrespective of gender, ethnicity, class, culture, ability or any other potentially discriminating factor. Additional support is given as appropriate and following our Special Needs Policy. This is reflected fundamentally in all teachers' planning.

We measure the impact of the curriculum with assessments. Formative assessments are used within each lesson with key questions build into lesson plans. This assessment for learning allows teachers to be flexible with adapting the sequence of learning to ensure that children are knowing more and remembering more. This should be the primary means by which children are assessed, matching their attainment against the carefully sequenced learning objectives. Summative assessments may also be collected to provide a greater dataset. These judgments are used to inform the subject leader and the class teacher which children are performing below, in-line and above expectations. The assessments give teachers and subject leaders confidence in the progression of skills and knowledge as they can be used to compare throughout the year to see if intended outcomes have been met. Assessments help us to target next steps in learning.

Monitoring and Evaluation

Geography and History within the school are monitored by the Humanities Coordinator (subject leader). The subject leader has responsibility for leading developments within their area, for monitoring planning, teaching and learning. Subject leaders are responsible for planning for progression and depth suited to each year group/key stage. The Humanities Coordinator also oversees and monitors long-term planning in line with this progression in skills and knowledge.

Policy Review

This policy should be reviewed regularly in line with schools' procedures. An annual review is recommended if possible, but review must be done within a 3-year period.