

Ashmole Primary School



Humanities Policy

Created by: James Hollingsworth

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Ashmole Primary School is committed to the protection and safety of its children.

1. Introduction

In accordance with the Education Reform Act 1988, and subsequent Education Acts, school must provide Geography as part of the National Curriculum for all registered pupils.

2. Philosophy

Our vision is that every child at Ashmole Primary School will be able to fully undertake their place as a global citizen through their knowledge and understanding of the world, its history and its people. The study of humanities should allow students to ask and answer big questions from the world around. It should provide a solid grounding in key knowledge and skills that will enable students to progress in line with, or above, current national expectations in History and Geography. Finally, the study of humanities should be fun, interesting and exciting and help foster an inquisitive nature and culture of life-long learning within students.

2:1. Aims

In our teaching of Humanities we aim to:

- Encourage pupils to take responsibility for their own learning and to become increasingly independent.
- Teach pupils about Britain's past from the Stone Age to The Battle of Hastings
- Develop pupils' understanding of ancient civilisations and the history of other parts of the world
- Help pupils to know how individuals have helped shape our society and values
- Provide opportunities for pupils to make judgements based on historical evidence
- Teach pupils how life has changed over long periods of time and make comparisons
- To develop knowledge and understanding of the human and physical processes which shape places
- Undertake local history and geography studies in order to promote understanding of changes to, and influences on, their locality
- Develop geographical knowledge and an understanding of the world and its peoples
- Promote a sense of national identity and place it within a European and global context
- Undertake geographical enquiry, ask and find out about pertinent questions and promote awareness of global environmental issues
- Teach pupils key transdisciplinary skills (communication, research, social, thinking, self-management)

2:2. Humanities in the National Curriculum

History and Geography are foundation subjects within the National Curriculum. We believe that the teaching of humanities enriches the children's lives and by talking about and actively exploring a variety of physical and human features in the past, present and future all pupils will gain a true feel for the world around them and how events have influenced our lives today. We believe children should see themselves as an important part of the society that surrounds them and be encouraged to have a curiosity about the differing people and events in their world now and long ago and understand the interdependence of lands, cultures and of different generations within a global ecosystem. We aim to foster a desire for lifelong learning that may develop into future

hobbies/pastimes e.g. visiting museums, rock collecting, becoming part of the local conservation group.

2.3 Learning across the Curriculum

Geography can make an important contribution and offer a stimulating context for the development of pupils' literacy and numeracy skills. In history and RE geographical knowledge is essential in order to place events and themes in context. The enquiry approach is common to the Humanities subjects. At Ashmole Primary School we promote learning in the following areas of the curriculum through Humanities, as recommended in the National Curriculum.

- Key skills: including communication skills; research skills; thinking and problem solving skills; social skills; self-management skills.
- Education for Sustainable Development;
- Pupils' spiritual, moral, social and cultural development;
- Citizenship;
- British Values

3. Management and Administration

3:1 Role of the Co-ordinator

- Understanding the requirements of the subject order.
- Preparing policy documents, curriculum plans, schemes of work etc. for the subject.
- Encouraging staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for children at different stages of development and which enable pupils to progress in the subject and to have regard to the three principles for inclusion:
 - (a) Setting suitable learning challenges
 - (b) Responding to pupils' diverse learning needs
 - (c) Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- It may be appropriate to put good ideas, activities or approaches to the subject in a teaching file. The ideas may extend to display.
- Helping colleagues to develop their subject expertise.
- Collecting resources.
- Ensuring common standards and formats for recording and assessment.
- Liaising with teachers of the subject in other phases.
- Producing reports on the subject in the school, e.g. to governors, in newsletters.
- Communicating all developments in the subject, e.g. through staff meetings, distributing information, using notice boards.
- Organising and monitoring professional development in the subject.
- To prepare an inset plan for the subject.
- Producing annual development plans including costings and priorities which can help inform the school development plan.
- Liaising with relevant organisations regarding the subject, e.g. advisory teachers, inspectors, QCA, Geographical Association, libraries.
- Organising and advising on the contribution of a particular subject to other curriculum areas including cross-curricular and extra-curricular ones.
- Helping with the monitoring and evaluation of the effectiveness of the subject within the school.
- Auditing resources and producing updated lists of books, materials and equipment relevant to the subject.
- Producing or helping to produce relevant documentation for the subject.

3:2 Teaching and Learning styles

If pupils are to gain maximum access to the Geography Curriculum and demonstrate achievement, careful planning and thoughtful imaginative teaching will be essential. Key features of classroom practice in geography will include opportunities to engage pupils in well planned tasks which make use of a range of resources including the locality:

- Investigating real places and themes across a widening range of scales.
- Developing a knowledge and understanding of physical and environmental geography and the patterns and processes at work in them.
- Students can direct learning, where appropriate, and can ask, research and answer important questions
- Using ICT to facilitate the study of geographical concepts or to develop key skills
- Undertaking geographical enquiry, applying skills and techniques, collecting and analysing evidence, drawing conclusions and communicating findings in a variety of ways eg. Questionnaires, graphs, tables, databases etc.
- Using maps at various scales and plans, fieldwork, instruments. I.C.T. and other sources of evidence such as photographs, newspapers visitors to inform their work.
- Pupils should understand what they are expected to do and know how well they are progressing.

3:3 Curriculum Planning

The school uses a collaborative model within phase groups for planning and resourcing the Humanities topics. Teachers refer to NC objectives and The Ashmole skills progression when planning. Planning is completed in a timely manner and can be adjusted, to meet the needs of the students, during the topic. Planning is recorded the humanities planning template and is stored for colleagues to view on the school shared drive. (Refer also to paragraph 2:3)

3:4 Use of Language in Geography

Pupils will be taught to express themselves correctly and appropriately in both speaking and writing; to listen and respond and build on ideas and views constructively, and to read accurately and with understanding. Pupils will be taught the technical and specialist vocabulary and patterns of language vital to understanding and expression in geography, for example, chronology, logic, exploration, hypothesis, comparison and how to ask questions and develop arguments.

3:5 Special Educational Needs; Inclusion; Equal Opportunities; Education for a culturally diverse society.

At Ashmole Primary School we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In geography the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- Sets suitable learning challenges
- Responds to pupils' diverse learning needs (SEN, EAL, G&T)
- Overcomes potential barriers to learning for individuals and groups of pupils.

3.6 Fieldwork and Visitors

All classes are expected to undertake fieldwork in order to help support the learning within the classroom. Fieldwork should be undertaken whenever effective opportunities present themselves. When and where fieldwork happens is left to the discretion of the class teacher, however all fieldwork should be relevant and well planned. Evidence of fieldwork should be recorded for use within the classroom while being passed on to the subject leader in order to keep records updated.

Other possible ways to enhance curriculum learning through outside agencies may include:

- Guest speakers from within Ashmole community
- Planned workshops
- Skype or video calls
- Use of school groups as classroom
- Engage local community

4. Assessment recording and reporting

4:1 Assessment

This will be in accordance with the schools assessment policy which is followed throughout the school. The assessment of pupils work can provide information for pupils, teachers and parents:

- To enable pupils to reflect upon and celebrate achievement;
- To help plan for progression, continuity and target setting for pupils, and to inform planning for future work of whole classes and individual pupils.
- To communicate achievement and identify areas for further development to pupils, parents and teachers.
- To evaluate the effectiveness of teaching and learning.

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built in to the planning of learning experiences and clearly related to the skills and knowledge outcomes that are proposed. Assessment activities should be wide ranging and matched to the pupils ability (ie differentiated by task or by outcome, through appropriate support and resource provision)

Signed: James Hollingsworth

Date: