



St Bede's RC Primary School

Humanities Policy

Agreed by the Governing Body on	Summer 2018
Review Date	Summer 2020
Person Responsible	Humanities Subject Leader

'The best interests of the child must be a top priority in all things that affect them'.

Article 3 of the United Nations Convention on the Rights of the Child.

PURPOSE

All pupils in our school are entitled to receive a broad experience in the Humanities.

Geography and History will feature significantly in many of the topics taught in school. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. 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.

AIMS

- To fulfil the requirements of the National Curriculum in Geography and History.
- To develop an understanding and interpretation of the local, national and global history.
- To develop a sense of time and understanding of history in its chronological setting and to help pupils to develop geographical knowledge and understanding.
- To develop practical skills of first and second hand investigations and research and introduce pupils to the process of geographical enquiry.
- To develop an interest and enthusiasm for the study of the past.
- To enable pupils to recognise that Geography is the study of people and places and the interaction between them and develop an awareness that the past has lessons for the present and future.
- To build and use a wide range of geographical vocabulary and relate this to English Language as a whole.
- To integrate fieldwork / trips as an important part of the enquiry process.
- To help pupils deal, openly and sensitively, with issues of environmental change and sustainable development.
- To use a variety of resources, including ICT to develop teaching and learning.

THE NATIONAL CURRICULUM THEMES AND BREADTH OF STUDY

The requirements and content of the National Curriculum form the starting point for the teaching of Geography and History in the school.

The Geography Attainment Target is divided into five areas:

- Locational Knowledge
- Knowledge and understanding of human and physical geography
- Following directions and maps
- Geographical enquiry and investigation
- Map Making

The History Attainment Target is divided into five areas:

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

GEOGRAPHY

Teaching should ensure that geographical enquiry skills are used when developing knowledge and understanding of places, patterns, processes, environmental change and sustainable development.

The National Curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Are competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and geographical Information Systems (GIS), as well as communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

HISTORY

The National Curriculum for History aims to ensure that all pupils:

Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Be able to compare these to modern day Britain.
- Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.

LEARNING EXPERIENCES

Children will be given a wide range of experiences, many of which are ongoing and developmental, appropriate to their levels of development.

These will include:

- Sequencing events and developing a sense of chronology
- Knowledge of causes and effects of events
- Knowledge and understanding of events, people and changes in the past
- Identification of differences and similarities between periods
- The understanding that historical events can have different interpretations
- The examination of primary and secondary sources
- Communicating knowledge and understanding they have acquired
- Visits to the locality, museums etc

First hand experiences should be at the heart of work in Humanities. These experiences will be varied and might include working outside the classroom, visits to sites of geographical and historical interest and using and handling objects, photographs and other sources of evidence and information. Due consideration will be given to SAFETY when planning fieldwork, risk assessments will be carried out by the lead teachers 2 weeks before a visit.

PLANNING FOR HUMANITIES

Geography and History are planned into our topics for Key Stages 1 and 2 - sometimes as the main focus of the topic. The Humanities Curriculum will be spread uniformly through a week, term, and year, with an adequate amount of time allocated to Geography and History over the two key stages. A balance between the History and Geography components of the Humanities Curriculum will be achieved through careful key stage planning. Continuity and progression in each key stage will be achieved through the gradual extension of skills, concepts and content in topic planning.

CROSS CURRICULAR

Humanities is a subject that particularly lends itself to other areas of the curriculum. Planning these cross curricular contacts are seen as a vital part of the teacher's work. Teachers are also encouraged to use the Arts as a teaching tool in humanities.

ASSESSING AND REPORTING

As good practitioners we are continually assessing our pupils. Our assessments will be in part diagnostic, allowing us to match the correct level of work to the needs of the pupil, thus benefitting the pupil and ensuring progress. Teachers will assess the children's learning in a topic both at the start and end of a topic, using a KWL style activity. Alongside this, at the end of each topic, teachers will complete the stranded sheets which can be found in their assessment folders and make a note of where each child is at. Children's attainment Geography and History will be recorded each term using SIMS.

Assessment of the children's work, skills and knowledge will be made using:

- Written work
- Questions and answers
- Whole class and group discussions
- Discussion between individual children and the teacher observation
- Comparison with relevant level descriptors
- Comparison with key stage programmes of study

This policy will be reviewed by the Humanities Subject Leader and ratified by governors every 2 years.