

**Policy for:**

**Humanities**

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 Introduction

The title ‘Humanities’ refers to those areas of the curriculum delivered through the single subjects of geography and history.

Experiences in the humanities should promote in pupils an appreciation of their geographical location and their social communities in the context of the wider world and how these have changed and developed in the course of time. These experiences should enhance children’s potential to become effective, caring participants in their local community and wider society and promote continuing study and interests for life.

All pupils have a personal history, a sense of place and a set of relationships, which provide the starting point for much of their intellectual understanding and growth. Pupils should compare and contrast their own histories with those of people separated by time or distance. Tasks should be structured which allow pupil opportunities to develop critical awareness of similarities and differences between people, places and events.

It is through the humanities that children make sense of their world and enrich their understanding of it. It is a tool of learning and communication and the skills developed through the study of the humanities are applicable in everyday life. It fires curiosity about life and lives both past and present in Britain and the wider world.

At the Grove School we work within a humanities framework linking history and geography because the conceptual understanding in both subjects enhances an awareness of self and other. It also enhances the skills of enquiry, investigation and having a critical approach towards sources of evidence; common to both geography and history. As our teaching is delivered in a cross-curricular way the humanities are often used to inform lessons on SMSC and our role within our community and the wider world.

### Aims

**Good geography teaching aims to:**

* Inspire in pupils a 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, together with a deep understanding of the Earth’s key physical and human processes; • Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments;
* Acquire Geographical knowledge, understanding and skills;
* Enable children to learn and explain how the Earth’s features at different scales are shaped, interconnected and change over time.

*(Taken from the New Primary Geography Curriculum -Reference: DFE-00186-2013*)

**Good history teaching aims to:**

* Help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world;
* Inspire pupils’ curiosity 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 challenges of their time.

*(Taken from the New Primary History Curriculum -Reference: DFE-00186-2013)*

### Humanities curriculum planning

Due to having mixed aged classes, planning is carried out on a five year cycle to ensure continuity and progression so that children are challenged to reach their individual potential. Differentiation is used to ensure all children are able to achieve yet still being given the opportunity to be challenged. We acknowledge that pupils’ achievement is enhanced through lessons that are active, inspiring and that have opportunity for children to challenge and lead their own learning. To this end we provide pupils with a range of sources of information to find out about the topics being taught.

### Inclusion

Our teaching of Humanities forms part of the school ethos to provide a broad and balanced education to all children. To achieve this, we provide learning opportunities that match the needs of all children and we take into account the targets set for individual children in their IEP files.

Planning, teaching and learning in Humanities, sets high expectations for all children. Work is differentiated through content and by outcome to suit individual needs. It provides opportunities for all students to achieve.

Teaching staff are aware that children bring to school different experiences, interests and strengths that will influence the way in which they learn. We seek to provide suitable learning opportunities for all students by matching the challenge of the task to the needs of the child.

### Resources

Resources available include: reference books, commercially available packs produced to support topics, textbooks, DVDs and CD-ROMs, teacher prepared materials, pictures, photographs, artefacts, maps and atlases, globes and digital maps.

The local and surrounding area, are also utilised to enhance to teaching of Humanities.

### Assessment

A wide variety of assessment procedures should be used to provide opportunities for pupils to achieve across a range of contexts. Activities resulting in written and oral outcomes, theme materials, models, practical field work, role-play, video/audio presentations, factual recall, observations and display work may provide a basis for assessment. Where appropriate students will be encouraged to evaluate their own and other’s work. For some students, interpreted intentionality will contribute to their assessments.

**Marking**

**Feedback to pupils should be provided on their attainment against subject objectives. Pupils are encouraged to improve their own learning performance through the school marking policy. This may not always be appropriate for some pupils in the school, however it is important to use different strategies to show pupils that they have worked hard, achieved well or that they may need to improve what they have achieved.**

**Recording and Reporting**

**Assessment and recording begin when a pupil enters school and continues throughout. Every pupil has an Individual Education Programme with subject sections, their progress is recorded on the assessment tool B-Squared or MAPP and the levels that they are working at are used to inform parents, puplis and staff of the progress they are making.**