



Humanities Policy

Review Date September 2021

Every Child, Every Chance, Every Day, Working Together



HUMANITIES POLICY

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1. WHAT DOES HUMANITIES MEAN TO OUR SCHOOL?

- 1.1 The teaching of Humanities is a tool in which children are taught how to question and answer the natural and human world.
- 1.2 It helps to fire curiosity about the past of Britain and the wider world.
- 1.3 It enables them to have an understanding of how diverse people's lives are and what their role in society is.
- 1.4 It gives children the chance to think for themselves, to draw from evidence their own conclusions.
- 1.5 It develops an understanding of places and environments, allowing them to develop their problem-solving skills both inside and outside the classroom.

2. AIMS

As stated in the History and Geography intent, implementation and impact documents we have carefully thought about the aims of curriculum.

At Crabtree Farm we believe that the children should be given the opportunity to:

- 2.1 Identify issues and pose questions.
- 2.2 Observe attitudes, values and feelings.
- 2.3 Identify what they need to know.
- 2.4 Select the right strategies.
- 2.5 Collect, evaluate and interpret evidence.
- 2.6 Consider an argument critically.
- 2.7 Distinguish between fact and opinion.
- 2.8 Represent the evidence in different forms.
- 2.9 Review and evaluate opinions.

3. TEACHER GUIDELINES

- 3.1 Short term humanities planning will be devised by the class teacher as part of their topic using the given objectives. This should be completed on the wider curriculum planning format and placed in each year group's planning folder on the school server.
- 3.2 The National Curriculum and the school's skills ladder will be used to inform planning and ensure progression between each year group.
- 3.3 History or geography should be taught alternatively each term during topic time.
- 3.4 Each topic should include the specific objectives identified in the history and geography curriculum overviews.
- 3.5 Each child will have a topic book which will contain their humanities work.
- 3.6 For each new topic, a knowledge organiser should be placed into each child's book. This should be referred to throughout the topic.
- 3.7 Activities should include some collaborative work where children can investigate in pairs or small groups and share knowledge and expertise.

- 3.8 Teachers should employ open ended questioning and children should be encouraged to take an investigative approach to their work.
- 3.9 Teachers should try to provide a range of evidence to be interpreted and evaluated.

4. TEACHING METHODS

- 4.1 Teachers should adopt a variety of teaching methods. These would include whole class, group, paired and individual work, depending on the activity. Cross-curricular links should be made wherever possible.
- 4.2 Differentiation should be used to cater for the differing needs of all children.
- 4.3 Activities will involve open-ended questions and allow the children to explore their own ideas through their own research.
- 4.4 Teachers should plan frequent opportunities for children to:
 - A) Ask questions related to their work.
 - B) Use focussed exploration and investigation.
 - C) Use their knowledge and understanding of Humanities to explain and interpret other issues and questions.
 - D) Consider the role Humanities plays in the understanding of the human and physical world and how they interrelate with people's attitudes, beliefs and values.

5. SPEAKING AND LISTENING

- 5.1 Teachers should continually look for and plan opportunities for speaking and listening within Humanities.

6. SPECIAL EDUCATIONAL NEEDS

- 6.1 All work will need to be differentiated, so that all children achieve the lesson objective.
- 6.2 All differentiation should be shown in the short term planning sheets.

7. INFORMATION AND COMMUNICATION TECHNOLOGY

- 7.1 Children should use information and communication technology whenever appropriate in their Humanities work.
- 7.2 Planning and resources are available for some humanities topics in Staff Share/Teaching/Curriculum and Subjects/Humanities.

8. RESOURCES

- 8.1 Topic resources, artefacts and books will be stored outside classroom 7.

- 8.2 Photos of history artefacts for each topic are on the server and a copy of each has been placed in the artefact boxes.
- 8.3 Subscriptions to Digi maps and the History and Geography associations should be used to support teaching.
- 8.4 If any problems with resources arise, please contact the subject leaders Lizzy Barnes or Rebecca Prince.

9. ASSESSMENT

- 9.1 The main objectives covered in each topic should appear on the knowledge organiser title page. The objectives should be taken from the current History and Geography curriculum overview and the school's skills ladder.
- 9.2 Teachers should continually assess the children's work. Marking and feedback should follow the school's marking policy. This must include giving children the opportunity to respond to comments using a green pen.
- 9.3 Teachers should also use the History and Geography skills ladder for their particular year group to help assess children's work.
- 9.4 A selection of books will be collected by the subject leaders throughout the year to assess coverage and the quality of work.
- 9.5 Pupil interviews will be held regularly to review the impact of specific topics on children's learning.

10. EYFS

- 10.1 Within the EYFS framework humanities is covered through the 'Understanding the World' area of learning. F1 and 2 pupils are taught this through a range of direct teaching, adult led activities, child initiated activities and continuous provision within the environment.
- 10.2 Time will be spent within the EYFS by subject leaders to ensure progression between EYFS, KS1 and KS2.

11. TARGETS

- 11.1 In accordance with the 'Assessment Without Levels' guidelines, each child should complete the objectives set out in each topic to then be considered 'secure' within their year group.

12. REVIEW

- 12.1 Acceptance of this policy implies a commitment to it.
- 12.2 A review of the policy will be undertaken in the autumn of 2021.

Lizzy Barnes and Rebecca Prince, Humanities Subject Leaders
Policy reviewed September 2020, next Review September 2021.

