

**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 and mixed ability classes, termly theme planning is carried out on a cycle to ensure continuity and progression so that pupils are challenged to reach their individual potential. Differentiation is used to ensure all pupils 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 pupils 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 themes being taught.

### Inclusion

It is intended to offer equal opportunities to all our pupils regardless of gender, race or ability. However, it is essential that in the furtherment of Equal Opportunities that the Health and Safety of staff and pupils is not compromised or put at risk. Additionally, all opportunities for every pupil are based upon what is appropriate and relevant within their individualised education plan.

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

Planning, teaching and learning in Humanities, sets high expectations for all pupils. Learning activities are differentiated through content and by outcome to suit individual needs. It provides opportunities for all pupils to achieve.

Teaching staff are aware that pupils 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 pupils by matching the challenge of the task to the needs of the pupil.

### Resources

Resources are available on the curriculum resource shelves in the corridor and within each terms theme box and file which are also stored in the resource corridor. Large maps are stored within the locked resource cupboard in the resource corridor.

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

The local and surrounding areas, are also utilised to enhance to teaching of Humanities using our school minibus, public transport or walking groups. Each class has timetabled minibus sessions to enable cross-curricular environmental enrichment.

### Assessment

At every stage ongoing assessment through our ‘Assessment for Learning’ methodology which forms part of each pupil's Individual Education Plan is essential in providing current information for detailed targets which are relevant and appropriate to each pupil. Through a range of approaches and activities which focus on what pupils can do, know and understands, further steps of achievement and progression are planned for.

A wide variety of formative assessment procedures are 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 pupils will be encouraged to evaluate their own and other’s work. For some pupils, interpreted intentionality will contribute to their assessments.

Ongoing teacher assessments based on the National Curriculum outcomes and the

recommendations of the Engagement Model are recorded using ‘I can …’ statements

which reflect our cross-curricular termly theme planning and the use of MAPP (Mapping

and Assessing Personal Progress) for those pupils with the most complex needs. Evidence

of pupil progress over time is collated and evidenced within each pupils IEP file. Theme

grids are highlighted and dated for each pupil and stored within their IEP to ensure

consistency and continuity to build on prior learning when pupils move class.

**Marking**

Feedback to pupils should be provided on their progress and attainment against subject objectives within our termly theme planning. 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 begins when a pupil enters school and continues throughout.

Every pupil has an Individual Education Plan which includes subject sections, their

progress is recorded using ‘I can …’ statements or MAPP and their progress over time is

used to inform parents, pupils and staff of the progress they are making. Evidence

of pupil progress over time is collated and evidenced within each pupils IEP file. Theme

grids are highlighted and dated for each pupil and stored within their IEP to ensure

consistency and continuity to build on prior learning when pupils move class.

Pupil progress and attainment is reported to parents within: annual written reviews;

discussion with parents arising from our ‘open door’ policy; pupils sharing achievements

publicly and via school new letters.

Pupil progress and attainment is reported to Governors within: Head teachers report;

committee meetings with Governors.

Pupil progress and attainment is reported to the wider community within: our website;

our active participation and reporting on our involvement on community events and

projects of interest to the general public and/or other schools.