



Elton Primary School & Nursery

Humanities Policy

In our school, the wellbeing and education of all our children comes first

Reviewed	Spring 2021
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The creation of a purposeful Curriculum at Elton Primary School and Nursery has led to the devising of a Humanities Policy which encompasses key knowledge, skills and understanding for both Geography and History.

History:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to 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 the challenges of their time.

(The National Curriculum in England Framework document Dec 2014.)

Geography:

"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. Teaching should 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time".

(The National Curriculum in England Framework document Dec 2014.)

The study of Geography, History and Global learning underpin the Humanities Policy.

Introduction

As a foundation subject, we see Humanities as an important part of the National Curriculum, helping children develop an awareness and understanding of the past, how the past has influenced the present and helping children to develop an awareness of their place in the world - beginning at a local and extending to a worldwide awareness. The school policy on Humanities reflects our diverse community as well as our rich historical and geographical environment and needs to be relevant to the changing world in which we live. History and Geography are to be taught as discrete subjects so children are aware of the subject area they are gaining key knowledge, understanding and skills.

WHERE DOES HUMANITIES HAPPEN?

- As a major focus in a topic of work

- As a smaller element in a unit

- As a discrete lesson

- As a talk/presentation given by visitors

- Arising out of class discussion
- In P4C and Global Learning
- In story time
- Through display in the classroom and around the school
- Enrichment activities
- As part of assembly

Aims:

History

- We aim in History to develop the pupils' knowledge and understanding of features of past societies, with particular reference to similarity and difference, change and continuity.
- History will inform pupils of the customs and beliefs of the society in which they live. We aim to develop a knowledge of chronology, with which the children can organise their understanding of the past. We encourage children to compare and contrast different periods in history through a particular theme e.g. warfare, slavery and culture.
- The use of history enhanced provision areas further extends the children's understanding of various historical periods.
- At Elton Primary School and Nursery, children have access to a wide range of sources of evidence and are encouraged to apply the skills of the historian in order to question evidence provided by artefacts, pictures and sources such as books and video.
- We aim to provide many different experiences for the children to extend their knowledge and opinions. As well as school-based resources we encourage every class to visit museums or galleries. We also invite outside speakers, agencies and educational organisations into our school setting to enrich these subject areas.
- Develop knowledge and understanding of significant events, people and changes in the past with particular reference to local relevant events.
- Recognise and to account for different representations and interpretations of the past.
- Develop the skills of historical enquiry, investigation, analysis and evaluation;
- Organise and communicate historical information.
- Have a lasting interest in, and enjoyment of, learning about the past.

Geography

- Our aim in Geography is to ignite pupil curiosity and enquiry. Opportunities are provided for pupils to share their understanding about the world they know and to develop a deeper knowledge of the wider world.
- Stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface particularly local areas of relevance.
- Foster children's sense of wonder at the beauty of the world around them.

- ❑ Help children to develop an informed concern about the quality of the environment and the future of the human habitat;
- ❑ Enhance children's sense of responsibility for the care of the Earth and its people.
- ❑ To increase children's knowledge of other cultures and in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country with particular reference to the diverse community of Elton.
- ❑ The planning of teaching and learning in Geography allows pupils to develop and make progress using a real life, skills based and creative approach. Throughout the school, geographical enquiry, skills and fieldwork form an important part of pupils' work and development in Geography.

Teaching and Learning

We believe that good teaching in Humanities should reflect the School Policy which requires the use of a variety of teaching and learning strategies. This is so important in sustaining children's interest. We will include the following in our planning:

- Presentation from pupil
- Knowledge given by the teacher
- Story telling
- Fieldwork, visits to museums and historic sites and individual investigation, group investigation, interviewing, questionnaire surveys field sketching/recording
- Questions and answers
- Individual and group work
- Investigations and enquiries – resolving a problem set
- Use of media and technology, radio, video and film
- Creative activities, e.g. model making and painting
- Use of book, booklets, worksheets, leaflets, maps, plans and atlases
- Role-play and drama – simulation of situations
- Discussion and debate and group, pairs, class
- Use of I.C.T.
- Games and playing games relating to learning devising games relating to learning

Fieldwork and Enrichment.

Fieldwork is integral to historical and geographical enquiry. We include opportunities to involve children in practical research and enquiry ranging from local visits into our community and trips to specific places of interest for their studies. We also provide history themed immersion days for the different year groups as appropriate to their topics which enable the children to learn through creativity.

Continuity

All pupils have entitlement to all sections of the programmes of study for Geography and History at a level appropriate to them. We use the National Curriculum key skills and objectives through a topic themed approach. History and Geography are taught discretely within these topics. Objectives will be taught throughout key stage 1, lower key stage 2 and upper key stage 2. Differentiation is achieved by the language used, the skills proposed, the input, the pace set and the expected outcomes. History and Geography will hold a place within Elton Primary School's curriculum where both English and Mathematical skills can be applied and enhanced to these subject areas, ensuring that primarily History and Geography objectives are taught. Our Curriculum will use the Humanities as a context for learning to encourage excellence and enjoyment within subject areas.

Features of Progression

Progression is built into our whole school and year group curriculum mapping. Concepts and important skills are introduced appropriately and are then revisited in different contexts. Tasks have to be devised which enable the children to explore the content as well as to develop skills and concepts, in order to ensure a measure of challenge for children of different aptitudes. Our Humanities in the curriculum also ensures that skill and conceptual development occurs not in isolation but in appropriate contexts.

Including All Learners

Inclusion involves the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning and participation. We believe in giving children strategies and skills to be successful. Our current school community includes a number of traveller children. Where possible, links are directly planned into the curriculum to enable these children to contribute their wealth of knowledge to the humanities being studied alongside the settled children who bring their wealth of knowledge of the area to lessons.

Equal Opportunities

All children, irrespective of gender, race, age, ability or background, have access to a quality Humanities curriculum to enable them to develop to their fullest capability.

Gifted and Talented

Good differentiation provides challenging activities for all pupils. The needs of gifted and talented children in Humanities are met by providing tasks that:

Are common and involve different responses and outcomes; create opportunities for them to show their initiative in a range of situations; provide opportunities for them to communicate their understanding in History and Geography in a variety of ways; Encouraging them to apply and extend their particular capabilities, as well as developing other capabilities.

Special Educational Needs

For pupils with SEN, tasks are differentiated to take account of their strengths and areas for development, in line with their Individual Educational Plan targets. Where

possible and when finances allow, teaching assistants will be used to support individual needs.

Assessment

Class teachers have the responsibility for meeting the needs of the most and least able children and thus need a range of teaching and learning strategies that can build on the interests, abilities and experiences of **ALL** the children in the class. Differentiation requires class teachers to link planning, teaching and learning, assessment and evaluation in a cycle to identify and match task to needs. We believe effective learning is most likely to occur when children have the opportunity to clarify tasks and have a clear purpose. Children have the opportunity to work collaboratively, contributing their strengths and seeking support where necessary. Teachers have identified what children already know through brainstorming, topic webs or concept maps so that teachers and children can determine what needs to be done. This would allow for a range of starting points and give children responsibility for their own learning. Teachers listen and talk to children questioning, clarifying and extending the children's thinking and planning. Some children will need more teacher intervention and support than others. This intervention may mean identifying alternative resources or tasks, or it might be an extension question to develop the child's thinking or line of enquiry. Children will be assessed termly against national curriculum objectives and assessment grids will be completed, identifying emerging, expected and exceeding learners.

Spiritual, Moral, Social and cultural awareness

We aim to encourage awareness that other people have different personalities, cultures, habits and practices. We also aim to develop empathy, the capacity to begin to understand the viewpoints of others without necessarily agreeing with them. Much of the subject matter of History and Geography rouses implicit or explicit moral questions and as such is perfect for P4C activities and Global Learning links. As children's ability to understand interpretations of history develops, they will be able to explore conflicting viewpoints which will help them to identify and challenge racial or other forms of prejudice and stereotyping. In Geography, we aim to help pupils build an informed and balanced view of the world and their place in it. We also aim to encourage aesthetic awareness and a sense of wonder in the appreciation of the beauty in natural and manmade phenomena.

Home and School Learning

This should be encouraged. Participation from parents and family is vitally important as the child's viewpoint of the world is always developing. Homework may be used to support Humanities through such tasks as:

- Finding answers to questions posed in school.
- Interviewing family and friends.
- Bringing in artefacts for display and discussion.
- Researching a particular topic.
- Relevant tasks set for Learning Log homework.