

# Our Lady's RC Primary School



## Humanities Policy

Date Adopted	Summer 2020
Last reviewed by Staff	Summer 2021
Person Responsible	Humanities Lead
Date of Next Review	Summer 2022
Version	2.1
Doc Ref	1.19

**Signed:** *Miss Muscroft* (Person Responsible)

**Date:** 14.7.2021

**Signed:** *[Signature]* (Headteacher)

**Date:** 14.7.2021

**Signed:** *C. M. Massingham* (Chair/Governor)

**Date:** 14.7.2021

# "Learning and loving together; we grow with Jesus"

## Our Core Values

During Summer 2020 workshops, we revisited both our Mission Statement and Core Values. This involved everyone in discussion, reflection and prayer about the values, Mission and Aims of our Catholic school. There was a calling to all to re-commit to our purpose and to work together to understand our roles and responsibilities as part of Our Lady's



During the workshops, the feedback from parents, and the views expressed by the children during sessions played a prominent role in the decisions we made.

Our Mission Statement is:

**"Learning and loving together; we grow with Jesus"**

The Core Values that provide the foundation for that Mission are:

Faithful

Positive

Safe

Nurturing

Forgiving

Fair

Respectful

Honest

## NURTURE

The School's six nurturing principles sum up our practice and theory. They underpin the context, organisation and curriculum.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives



Our Mission is represented by this design. As with the statement itself, the logo was developed by all stakeholders, with the children in particular providing the symbolic ideas of **growth – the tree, love – the hearts and Christ – the Cross**

## **Introduction**

This policy outlines how Humanities (History, Geography) is currently taught in our school and discusses our aims for its further development and improvement. The implementation of this policy is the responsibility of the whole teaching staff and is overseen by the Humanities coordinator (Miss Muscroft).

At Our Lady's we are working towards a creative curriculum which will offer children the opportunity to study their topics through more cross curricular planning and activities. By improving the use of the local area, school trips and increasing out of classroom learning experiences, children's motivation levels will be raised which will help with progress across all curriculum areas.

We have recently redesigned our Humanities curriculum and skills progression from EYFS to Year 6, ensuring that children leave Our Lady's having been exposed to a breath of Historical and Geographical knowledge. We also aim to ensure that objectives are built upon previously taught skills and knowledge, so that children are being challenged accordingly and maintain enthusiasm for the subjects.

### **Our Aims for the Teaching and Learning of Humanities at EYFS**

By following the Development Matters for Understanding the World (links to History and Geography skills) we aim to:

- Look closely at similarities, differences, patterns and change.
- Know about similarities and differences in relation to places, objects, materials and living things.
- Talk about the features of their own immediate environment and how environments might vary from one another.
- Make observations of animals and plants and explain why some things occur, and talk about changes.

### **Our Aims for the Teaching and Learning of Humanities at KS1**

By following the National Curriculum 2014 for History and Geography we aim:

- To 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
- To 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
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- To 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
- To 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
- To 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.

### *Locational knowledge*

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

### *Place knowledge*

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### *Human and physical geography*

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

## **Our Aims for the Teaching and Learning of Humanities at KS2**

### **Aims**

By following the National Curriculum 2014 for History and Geography we aim:

- To develop pupils curiosity about the past in Britain and the wider world
- To encourage thinking about how the past influences the present
- To develop children's chronological awareness of significant events
- To create a sense of identity and an increased understanding of pupils position in their own community and the wider world
- To give pupils a range of skills so they feel confident in asking questions and investigating their own ideas
- To stimulate pupils interest in and curiosity about their surroundings
- To increase pupils knowledge and understanding of the changing world
- To develop pupils competence in specific geographical skills
- To give children a sense of responsibility for the world we live in

Through the cross curricular teaching of Humanities we also aim to improve pupils' skills in Literacy, Numeracy and Computing as well as developing their thinking skills.

### **Humanities curriculum planning**

Planning is carried out in year groups to ensure continuity and progression so that children are challenged as they move up through the school. Differentiation is used to ensure all children are able to achieve yet still being given the opportunity to be challenged. Each class teacher uses a knowledge organiser to plan their topic, with a focus of vocabulary and key facts to be taught. Throughout school, lessons follow the format of a Big Question to introduce each topic, followed by lessons that are planned in a way that allow children to

discover the answer themselves. Each topic is clearly defined by a knowledge cover sheet which clearly show the exact knowledge taught in each lesson. We acknowledge that pupils' achievement is enhanced through lessons that are active, inspiring and that have plenty of 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.

## **Cross-curricular links**

### **Literacy**

Humanities contribute significantly to the teaching of literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop these skills in many ways including through composing/reading reports, letters, explanatory texts and participating in debates of a geographical and historical nature.

### **Mathematics**

Humanities contributes to the learning of mathematics in a variety of ways. Children use numbers and analytical skills, e.g. statistics, timelines. They also have the opportunity to use and apply skills needed to interpret and handle data in the form of graphs, maps and diagrams, e.g. census information, map skills.

Humanities can be linked to work in other curriculum areas including: art, drama and science.

### **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 Individual Education Plans (IEPs).

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 children to achieve including: boys and girls, children with SEN, children with disabilities, children who are G&T, children from all social and cultural backgrounds. Teachers are aware that children bring to school different experiences, interests and strengths that will influence the way in which they learn. We recognise the fact that in all classes there are children of a variety of abilities and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

### **Assessment**

~~We assess children's work in Humanities by making informal judgments as we observe them during lessons.~~ At the end of each topic, class teachers assess each child as being either working towards, at expected or greater depth in Humanities. This is a combination of formative and summative assessments. We aim to give all children opportunities to demonstrate their understanding of Humanities through a range of activities; ensuring that all children are given equal opportunity to be a greater depth Historian or Geographer. These are used to plan future work, to provide the basis for assessing the progress of the child, and to share with parents through their annual report. Teachers endeavour to provide teaching and learning experiences that encourage all pupils to think creatively, explore and develop ideas, and try different approaches. To ensure the level of Literacy is maintain across the curriculum we also complete an independent piece of topic writing every half term and this is recorded in each child's Big Write Book

### **Monitoring**

Humanities is monitored by the coordinator and is carried out regularly through:

- Scrutiny of plans
- Monitoring of pupil's books

- Informal discussions with staff
- Learning walks
- Lesson observations

**Humanities Lead:** Leanne Muscroft

### SMSC in Humanities

Humanities subjects are focused on people and their relationships and, therefore, we are well placed to contribute to students' Spiritual, Moral, Social and Cultural education. In lessons, children are given the opportunity to either to consider the needs and experiences of others, or their own personal responses to events, problems and changes. Teachers encourage children to discuss and debate controversy within the the classroom. We expect the study of Humanities subjects to affect positively the way students live their daily lives. We encourage the children to enquire, consider and question in lessons and beyond.

#### History

Spiritual	Spiritual development is encouraged regularly by providing pupils opportunities to appreciate intangible concepts. The idea of truth is central to all History lessons that use sources. Children show a willingness to reflect on past events.
Moral	Children have the opportunity to reflect on past events and how they shape the life in modern day England for example the impact of world wars. Older children use their investigation skills to offer judgement on moral dilemmas.
Social	Children have the opportunity to work within social situation and develop their understanding of democracy within lessons.
Cultural	Children understand the wide range of cultural influences such as when studying the question 'What did the Greeks leave us?' (Year 5), which can show children the ways in which it has influenced their own heritage.

#### Geography

Spiritual	Being inspired and awed by the world around us is a key facet of the study of Geography, and one that is explicitly promoted through the study of 'We are Britain' (Year 2), 'Where in the World?' (Year 3) and 'European Countries' (Year 5)
Moral	Children are given the opportunity to debate and discuss moral dilemmas in different topics. In all topics there is a way to challenge children's thinking about morality and the rights and wrongs of the modern world.
Social	Social issues and the needs of different groups of people are common themes that are explicitly recognised on a regular basis, such as 'How has Aspull changed?' (Year 5)
Cultural	Cultural appreciation and understanding is fundamental to learning, children are presented with authentic accounts of cultures in topics as diverse as South America, when learning about the Amazon River (Year 3); 'European Countries: Greece, Athens' and 'English Settlements' (Year 5). The contribution of different cultures to human development and progress is also explored and studied, opening children's views and broadening horizons.