



HUMANITIES POLICY

Policy Updated: February 2021

Policy due for Review: February 2024

Signed.....Chair of Standards and Curriculum Committee

Statement of intent

Our humanities curriculum is designed to inspire our children with a curiosity and fascination about the world they live in which will stay with them throughout their lives. Our schools own history and the rich history of the surrounding area of Shrewsbury enable our children to develop a deep understanding of the history of their locality too. We want our children to develop a sense of respect for the world and the people in it. We encourage our children to think about their own place in the world, the impact of the past on our lives today and as the future generation have a sense of responsibility for our planet.

Legal framework

This Policy will have regard to the following statutory and non-statutory guidance: History and Geography are foundation subjects of the National Curriculum and pupils undertake some humanities work weekly when working through a topic. The work covered in Key Stage 1 builds on the Early Years Foundation Stage (EYFS). Pupils in Reception develop their knowledge, understanding and skills through play activities and direct teaching from which the pupils undertake planned tasks.

Importance of Humanities in the curriculum

Geography

A high-quality history 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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

In Reception, the children follow the Early Years Foundation Stage (EYFS) curriculum. At Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

At Key Stage 2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant

human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

At Baschurch we aim to

- ❖ Stimulate and excite pupils' curiosity about the world.
- ❖ Satisfy this curiosity with knowledge
- ❖ Engage pupils as learners at many levels through linking ideas with practical experience
- ❖ Help pupils to learn to question and discuss geographical facts that may affect their own lives
- ❖ Show pupils how the geography of the world contributes to our way of living

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. Teachers strive to 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 relevant groups, as well as their own identity and the challenges of their time.

In Reception, the children follow the Early Years Foundation Stage (EYFS) curriculum.

At Key Stage 1 pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

At Key Stage 2 pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the use of appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources. The aims of history and how these contribute to the school's aims

At Baschurch we aim:

- ❖ Stimulate and excite pupils' curiosity about historical events
- Satisfy this curiosity with knowledge
- ❖ Engage pupils as learners at many levels through linking ideas with practical experience

- ❖ Help pupils to learn to question and discuss historical facts that may affect their own lives
- ❖ Show pupils how historical events contribute to our living today
- ❖ Help pupils recognise the cultural significance of history and trace its development

Implementation

At the federation, we implement a progressive humanities curriculum that builds on knowledge and skills. Providing opportunities to investigate and enquire about their local area will support our children to develop an understanding of who they are, their heritage and what makes Baschurch and Myddle so unique and special. We endeavour to ensure that the core learning is recapped, revisited and reinforced throughout a child's time with us at Harris Gough Federation.

Each class has a long-term plan with topics which are to be covered over the year. Other subjects will be linked where appropriate, to develop children's knowledge and understanding.

Teachers provide opportunities to enable children to base learning on first hand experiences to enhance teaching and learning including the use of artefacts and educational visits.

We have Continent sessions which enable children from all year groups to come together. The children are split into 6 house groups, from Reception to Year 6. They take part in 6 sessions per year studying various aspects of learning relating to their continent.

Opportunities are provided for children to explore their own impact on the world, and engage with school initiatives through Eco-Champions along with ways to reduce, reuse and recycle as part of their everyday lives.

All lessons have clear learning objectives which are shared and reviewed with our children effectively. We implement a variety of strategies such as, questioning, discussion, knowledge harvests and marking are used to assess progress. This information is used to identify and inform us of the next step.

A strong emphasis on encouraging children to ask questions and seek answers is promoted to investigate the world around them. Developing the skills of enquiry, observation, locating sources of information, making comparisons and communicating results and findings are key when planning activities to inspire the children.

Links with other curriculum areas and subjects are made where effective especially literacy, maths and ICT.

Continuity and progression is ensured by following a rolling programme of units of work and by close liaison between staff at the planning stages.

Teachers assess learning at the end of each topic, against National Curriculum standards.

At Myddle:

Begin with a '**Knowledge Harvest**'. This is where we find out what children already know about a topic so that planning can be carefully adapted where needed and forms the bases of assessment for learning throughout the teaching process. During the knowledge harvest, we also give the opportunity for children to raise questions that they would to find out during their learning allowing them express their voice and opinions. We also assess understanding of specific vocabulary. Again, this is assessed at the start of a unit of work and revisited at the end of unit to visibly see what understanding the children have gained.

We use artefacts as a WOW experience, where accessible, within the teaching of the topic. This will encourage the children to become history detectives by getting them to think about what the artefact is for, where it is from and how old it is. Artefacts help pupils question and understand the past.

Outreach intervention and visits are used where possible to further enhance learning. Inviting people into school to talk about; demonstrate or re-enact aspects or periods in history has the effect of bringing history alive to the children and provides them with a more visual view of the topic they are covering. Organising a visit to link in with the topic will further develop the learning and this is encouraged for each class each term.

Where possible, Geography skills are also taught a topic's theme. As a school we aim to: Increase pupils' awareness, knowledge and understanding of other cultures, develop pupils' graphic skills, including how to use, draw and interpret maps, make pupils aware of environmental problems at a local, regional and global level and develop a variety of skills, including those in relation to problem-solving, ICT and presenting conclusions in an appropriate and creative way.

At the end of a topic, the learning is evaluated. This can take place as answer some key questions that have been raised during the teaching or through the production of a '**Double Page Spread**' so that the children can showcase their learning and understanding of the topic.

Equal Opportunities

We recognise children as individuals and base our teaching upon our knowledge of their specific needs. A variety of teaching methods and resources allow children with a wide range of abilities to achieve their full potential.

Parents and Carers

Parents and carers have an important role to play in helping their children learn about the world. We encourage parents and carers to attend our Celebration Assembly each term which allows us to showcase what children have learnt during our Continent sessions. Along with photos that are shared regularly via the school website and

Classdojo. Home School Tasks and displays around the school such as the Eco-Champions board promote the interest of both adults and children in the world around us.

Role of the Humanities co-ordinator

The Humanities co-ordinator is responsible for keeping the policy updated, and for production and implementation of the action plan. Along with ensuring coverage of the curriculum is taking place effectively through book scans and discussions. The Humanities co-ordinator is responsible for attending network meetings, sharing updates, ensuring resources are available and for content on the school website regarding Humanities.