

**St Helena's Church of England Primary School**  
**Valuing Compassion, Community, Endurance, Friendship, Hope, Thankfulness, Wisdom  
and Respect**

**Humanities Policy**

**Introduction**

This policy outlines how Humanities (History, Geography and RE) 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, the Subject Champions and is overseen by the Headteacher.

"Humanities" is the study of **People, Places, Cultures and Faiths and what we can learn about them and from them.**

We are working towards a creative, enquiry curriculum which will offer children the opportunity to explore and study inter-connected themes, incorporating **life-long learning skills and a set of social, cultural, and moral values to be proud of – encouraging children to respect and reflect critically on our diverse world.** By using the local area, school visits, visitors and out of classroom learning experiences, children's motivation levels will be raised, helping them commit subject specific knowledge and understanding to memory.

**Our Aims for the Teaching and Learning of Humanities**

By following the EYFS's exemplification of "Knowledge of the World", the National Curriculum 2014 for History and Geography and the Sacre guidelines for Religious Education we aim to:

- . Develop pupils' curiosity about the past in Britain and the wider world
- . Encourage thinking about how the past influences the present and the future
- . Develop children's chronological awareness of significant events
- . Create a sense of identity through our Church school values as well as British values including tolerance, democracy and Freedom of Speech and an increased understanding of pupils' position in their own community and the wider world
- . Give pupils a range of skills so they feel confident in asking questions and investigating their own ideas
- . Stimulate pupils' interest in and curiosity about their surroundings
- . Increase pupils' knowledge and understanding of the ever-changing world
- . Develop pupils' competence in specific geographical skills
- . Give children a sense of responsibility for the world we live in
- . Help children understand and value five of the major World religions and Christianity
- . Give children the knowledge and confidence to discuss and challenge stereotypical views on history and religion
- . Improve pupils' skills in Literacy, Numeracy and Technology, as well as developing their "Learning how to Learn" skills.

## **Curriculum planning into Practice**

Planning is carried out over a two-year rolling programme in the EYFS, KS1, Lower KS2 and Upper KS2 to ensure continuity and progression as the children move up through the school.

Medium term planning must be supported by the Long-Term Framework, the subject progression plans, and the National Curriculum 2014 documents. For some aspects of Religious Education, the "Understanding Christianity" programme must be followed.

Differentiated questions, resources, texts and tasks can be used to ensure all children are able to achieve, yet still being given the opportunity to be challenged. Pupils' engagement, enjoyment and progress is achieved through lessons that:

- have clear subject-specific learning intentions
- are purposeful, authentic, and interactive
- are inspiring and intriguing
- have plenty of opportunities for the children to lead their own learning and discover for themselves
- use first-hand experiences and primary sources to deepen children's understanding
- are enriched with visits and visitors
- use Technology, drama, the Arts and Design Technology to support and consolidate the learning

## **Cross-curricular links**

### **English**

Humanities will contribute significantly to the teaching of English and vice versa by actively promoting the skills of reading, writing, speaking and listening. Children develop these skills in many ways including composing/reading/discussing reports, letters, recounts, explanatory texts and participating in debates of a geographical and historical nature.

### **Mathematics**

Humanities will contribute 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.

### **Other subjects**

Humanities will be linked to learning in other curriculum areas including: art, music, dance, drama, computing and science. These subjects will enable children to reframe their humanities' knowledge and understanding in purposeful and engaging ways.

## **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 consider the targets set for individual children in their Learning Plans.

Planning, teaching and learning in Humanities, sets high expectations for all children. Work is differentiated through content, support and by outcome to suit individual needs. It provides opportunities for all children to achieve including: boys and girls, children with SEND, children with disabilities, children who are more able, children from all social and cultural backgrounds. Adults are aware that everyone brings to school different experiences, interests and strengths that will influence and contribute to what is learned and the way in which it is accommodated.

### **Assessment and Feedback to the children**

We assess children's learning in Humanities by making informal judgments as we observe and talk to them during lessons. Regular opportunities will be built into the timetable for children to recall knowledge afterwards. This forms the basis to plan future work and to share with parents at the three discussion meetings.

Teachers will endeavour to provide teaching and learning experiences that encourage all pupils to think creatively, explore and develop ideas, try different approaches, and work independently to acquire key subject knowledge (as detailed on their Knowledge Organiser), understanding and skills. This will often not be formally marked in the traditional way with a written comment - we believe the on-going learning conversations between adults and children and between peers are far more important at the point of learning rather than a written comment at the end of the process. The adults will indicate to the children where to improve and refine the learning outcomes either by verbal feedback, using a post-it note, underlining/highlighting an error or an acknowledgement stamp.

### **Monitoring and Evaluation**

The Subject Champions have one day/half term to monitor and evaluate Humanities through a series of activities including:

- . Scrutiny of teachers' plans
- . Book Looks
- . Informal discussions with staff and children
- . Learning walks
- . Lesson observations

Their findings and recommendations will be shared with individual staff and the Head. When appropriate, professional development will be prioritised for all staff/individuals/Champions.

### **Role of the Governing Board**

At St Helena's CE School, there is at least one Governor responsible for monitoring and evaluating the impact of Humanities' teaching and learning. The governor/s will be invited to attend relevant professional development sessions and to closely monitor and evaluate the impact of any school actions.

They will be invited to visit the school termly to talk with the staff, when possible, observe learning and talk to groups of pupils about subject specific knowledge and skills (using Knowledge Organisers). They will report back to the full Governing Board on a regular basis.

This policy will be reviewed annually.