

Weobley Primary School



A Whole School Policy for Humanities

Policy Reviewed	
Date	By whom
OCT. 2014	S Powell
FEB. 2016	S Powell

Weobley Primary School ~ Humanities Policy

This Humanities Policy is a statement of the aims, principles and strategies for the teaching and learning of History and Geography.

Aims

- To develop an understanding of British, local and world history,
- To develop an understanding of significant events, locally nationally or globally,
- To identify and develop an understanding about the lives of significant individuals.
- To develop an emphasis on locational and place knowledge,
- To understand key aspects of physical and human processes,
- To develop fieldwork and the use of maps.

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.'

DfE (2013) National Curriculum, History KS1 and 2

"How do you know who you are unless you know where you've come from?
How can you tell what's going to happen, unless you know what's happened before?
History isn't just about the past. It's about why we are who we are-and about what's next."

Tony Robinson

GEOGRAPHY

'A high-quality geography education should inspire a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.'

DfE (2013) National Curriculum, History KS1 and 2

"What is our knowledge worth if we know nothing about the world that sustains us, nothing about natural systems and climate, nothing about other countries and cultures?"

Jonathon Porritt

Teaching and learning of Humanities

HISTORY

- History teaching focuses on enabling the children to think as historians.
- This may be achieved through stories, examining historical artefacts, using a variety of primary sources, visits to historical sites and talking to visitors.
- Children also need to understand that historical events can be interpreted in different ways and that they are encouraged to ask searching questions.

GEOGRAPHY

- Geography teaching focuses on developing the children's core knowledge (facts, location, names, and vocabulary) and their sense of place (senses, emotions, values, opinions).
- There will be a variety of styles, including enquiry based research activities, asking and answering geographical questions, plus as much as possible experiencing 'real' geographical activities.
- Children need to understand their place in the world and their influences upon it.

We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child, by using differentiated tasks and setting open-ended tasks, which can have a variety of responses with the aim of having independent learning taking place.

Planning

We use the national curriculum scheme of work for History and Geography as a basis for our curriculum planning. These skills will be taught through a creative curriculum approach which ensures both coverage and progression throughout the school. These topics will often combine several subject areas allowing a more joined up approach to learning. Lessons will be suitably delivered & differentiated.

Teachers are guided by their knowledge of the children's needs and interest when selecting appropriate subject content and develop this into challenging and relevant teaching experiences.

Resources

Resources for Humanities are kept in the ICT suite and include books, posters, globes, atlases, a collection of artefacts and many topic boxes. Specific project boxes are available from the Library Service; these books are not to be taken home. School library books on the topic can be sent home for research.

At the end of each topic, it is advisable to create a topic box consisting of all the useful resources used for the topic.

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Inclusion

We are committed to providing effective learning opportunities for all pupils. Suitable learning challenges will be set for all pupils with the aim of maximizing achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils diverse learning needs and be aware of the needs of different genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. Groupings should be organised to encourage them to work cooperatively together.

Assessment, Recording and Reporting

Assessment of the children's work, skills and knowledge will be made using:

- Written work
- Questions and answers
- Whole class and group discussions
- Discussion between individual children and the teacher
- Observation

All of this will be assessed against the learning objective for the lessons. This allows the teacher to make an annual assessment of progress for each child, as part of the child's mid-term and annual report to parents.

Completed pieces of work will be displayed in a Creative Curriculum book and used as part of class displays.

Monitoring and Review

Performance is monitored by the Humanities Coordinator by examining planning, and doing a topic book trawl during the year.

The Humanities Policy will be reviewed in February 2017.