Stanion C.E (Aided) Primary School

Humanities Policy

Introduction

We aim to be a nurturing, inspiring school where all are enabled to achieve their best. Each child should know that they are valued for their individual worth. They should develop a mutual respect of others based on acceptance and trust. The school aims to serve its community by developing close links and by providing an education of the highest quality by developing the whole child within the context of Christian belief and practise.

'Love your neighbor as yourself' (Matthew 22:39)

Aims

We aim for all learners to:

- **Be curious** - build an understanding and interest in the world and its people.
- **Spatially and chronologically aware** – Have a picture of our place locally, national, globally and within time.
- **Deeply concerned –** express viewpoints and have the ability to discuss an idea articulately using their own evidence. Consider the future of our world and the lessons we can learn from the past.
- **Critically engaged -** ask perceptive questions about the world and challenge ideas presented to them. Think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Curriculum

The design of our curriculum covers the knowledge and skills outlined in the National Curriculum. We ensure learners can make connections within their learning and contrast a range of time periods, events and locations. We plan opportunities to analyse trends and to ask historically valid questions. Learners explore through experiences, fieldwork, visitors and high quality sources including texts, images, maps and data. We teach how to explore, dissect and evaluate these resources. Units of work explore the causes and consequences of key events historically and geographically, the continuity and change within and across time periods and locations; how locations and time periods are similar and different and the significance and impact of people, places and events.

Our history curriculum design provides opportunities to explore and gain an understanding of cultural, economic, military, political, religious and social history within our local region, nationally and internationally. All learners develop a coherent understanding of British history and why our lives are the way they are. They are able to consider how the past has shaped the present and the impact they can have on the future.

Our geography curriculum works alongside this to explore the modern picture of these areas locally, nationally and internationally. Learners can consider the impact humans have on the Earth in positive and negative ways and how landscapes and environments can change. Our learners gain the knowledge of diverse people and places. They learn about natural and human environments, resources and processes.

All learners develop a global understanding that goes beyond the surface. This includes the impact of important civilisations on British history and Britain in the present day. We investigate how Britain connects to other countries economically and culturally. Learners develop an understanding of the process of change and the relationships between different groups of people.

We aim to explore and promote the fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance through the exploration of how the past has shaped our island and our experiences as well as that

of other cultures. We investigate the lives of others, in different countries, and how our country works with others. We promote diversity through the design of our curriculum by exploring the experiences of different genders, races, religions and social classes.

We develop a chronological understanding with a time line in every class, which is built by the learners. Learners add to their time lines as they progress through the year and these move up with the learners for them to build on in subsequent years. We make use of a school time line on the playground to explore scales and time periods.

We develop our learners' culture capital through the exposure to different cultures, global awareness, historical context and the use of quality discussion to form opinions and challenge stereotypes within these areas. The school learning behaviours: Community Cam, Engagement Eric, Independent India, Mindful Mo and Possibilities Parker are taught and rewarded. These develop the emotional intelligence desirable in the work place and support learning in all subjects. Learning is shared in weekly celebration assemblies, termly class assemblies and through the school newsletter.

Long-term plans for each unit of work come from Grammarsaurus. They are led by an enquiry based questions that the children work to answer throughout the unit of work. The key concepts and local area focuses are also identified on the LTP.

Medium Term plans come from Grammarsaurus and include the prior and future learning to link to whole school progression. They highlight the key knowledge to be covered as taken from the National Curriculum as well as the key vocabulary to be taught to ensure a progression in vocabulary across the school. They break down the enquiry question into sub enquiry questions and map the key concepts covered. They also identify possible misconceptions.

Weekly plans include tasks, sources, differentiation and assessment. They are then annotated to allow plans to be adapted as learner's progress. Written plans or annotated power points are acceptable formats.

We link planning to core concepts within History and Geography which are revisited across the year groups. The History themes are: society, conflict, settlements, exploration and migration, culture and lifestyle, beliefs, power and diversity. The Geography themes are: climate, natural disasters, biomes, economic activity, natural resources, sustainability, tourism, land use, settlements, interdependence, cultural awareness and diversity, natural features and map skills.

EYFS

Teachers support children in developing their understanding of the world in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. All learning is planned around the use of high quality texts to engage the children. Teachers offer opportunities for these skills to be practised, in order to give children confidence and competence in their use.

Teaching and Learning

Over a series of lessons, there should be:

- Opportunities to revisit prior learning through a daily review.
- Teachers modelling their thinking aloud.
- Teaching and assessment of vocabulary.
- Progression through the targets for the correct year group.
- Mini plenaries to check pupil understanding.
- Support in place for those who are struggling.
- Differentiation to support the cognitive load.
- Pupils not always working in set ability groups.
- Questions to launch lessons and focus learning.
- Links to core concepts.
- Opportunities for structured debate and discussion.
- Pupil led research lessons.

- Opportunities to read fiction and non-fiction sources.
- Use of documents from the time period where available e.g. A census
- Use of writing frames
- Sequencing activities
- Exploration of rich images
- Use of artefacts
- Use of maps and plans
- Use of drama and story telling
- A trip or visitor.

Assessment and Record keeping

Assessment is continuous and ongoing.

Frequency	Ideas
Individual lessons	• Use tapestry to assess practical work against the national curriculum • Grammarsaurus cumulative quizzes. • Use quizzes, challenges, warm ups and vocabulary tasks to continually revisit previous learning and build long-term memory. • Homework tasks/projects. • Data analysis • Ranking significance. • Time line tasks. • Knowledge trackers • Self-assessment and evaluation.
End of unit	• Completion Grammarsaurus assesment grid.
End of year	Final attainment for the year is reported to parents as part of individual reports.

Reception children are baseline assessed at the start of the year and their Early Learning Goals profile is updated throughout each term. Weekly planning is annotated with assessment are for every child for the Learning Goal covered in that week. These are stored with each child's profile document. Tapestry can be used to collect and store evidence for all pupils. Evidence is tagged to the Early Learning Goal or National Curriculum objectives and builds an assessment profile for each child.

ICT

Opportunities to use ICT to support teaching and learning in humanities will be planned for and used appropriately. Digimaps, scribble maps, Google Earth and ArcGis can all be used.

Presentation

<u>Books/Classbooks/Tapestry</u>

- Each unit of work should start with a front cover.
- Key vocabulary and facts identified on front covers.
- All pieces of work include a long date and a learning intention in the form of a question.
- Work presented neatly.
- Evidence of deepening of learning

- Evidence of a range of sources used to support learning.
- Minimum of 3 written pieces of work for each unit.
- Reception pupil comments recorded for evidence on annotated planning.

Displays

- Up to date examples of pupil's work
- Key vocabulary to support learning
- Questions to challenge pupils.
- Class time line, added to throughout the school year.
- Work from displays collected in a class book when the display changes.

Inclusion

We aim to meet the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, sexual orientation, age and social circumstances. Our curriculum was developed to explore the geographical and historical diversity of our region, our country and the world we live in.

SEND

We aim for all learners to make expected progress from their starting points and use targeted intervention to support this if needed. All learners, including SEND pupils, benefit from the use of good quality resources to deepen understanding and support their progression.

Pupils are supported with knowledge mats in books, which include key vocabulary and the display of vocabulary in the classroom. Subject specific vocabulary is mapped by year group and explicitly taught to learners. Key vocabulary and facts are revisited regularly to support embedding them into long term memory.

Differentiation is provided through the use of resources, scaffolding of tasks, use of mastery questions to deepen thinking, displays and prompts within the classroom, acceleration through tasks, outcomes, the amount of support and guidance to complete tasks, the use of peer support and pre-teaching. Those who are not sufficiently fluent with earlier material may undertake a revised program of learning to consolidate their learning, including through additional practise, before moving on.

Learners are encouraged to evaluate their needs and select levels of support that are appropriate for them. Groupings for differentiation are fluid where pupils are completing work with the appropriate level of support for their ability in that lesson for that particular topic. Learner gaps are closed within lessons and through targeted intervention. This can be informal or through a program of intervention identified on provision maps. We recognise that differentiation through the use of different tasks risks widening gaps between pupils in the class.

Monitoring and Evaluation

Monitoring and evaluation of Humanities teaching in the School is carried out by the Humanities Co-coordinator and the Head teacher. When possible, discussion with children will take place along with scrutiny of work.

Role of the Subject Leader

The subject leader will be responsible for improving standards of teaching and learning in Humanities through:

- Monitoring of Pupil progress
- The quality of the learning environment
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources

• Keeping up to date with Numeracy developments

This Policy will be reviewed annually.

The governing body agreed this policy on

Policy Review Date –

Signed_____

Headteacher

Signed_____

Chair of Governors