

**Christ Church CE School
Humanities Policy
Spring 2016**



Christ Church
CE Primary School
Regents Park
NW1 4BD

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Christ Church C of E Primary School
Humanities Policy

Mission Statement

The Christian Faith is at the heart of our school community. At Christ Church we care for each other and learn together.

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Our School Aims - Every Child Matters

The Ethos of the School

The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.

The Values of the School

The School aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well being of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.

The Standards of the School

The School aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming to school, and are appropriately challenged.

Humanities Policy

Date of policy: Spring 2016

Review date: Spring 2018

Introduction

This policy is a statement of the aims, principles and teaching strategies for the teaching and learning of Humanities (History and Geography) at Christ Church Primary School. The policy needs to be read in conjunction with the new National Curriculum 2013.

Rationale

Why teach Humanities?

Our purposes in developing a written policy for Humanities are:

- To raise the standards of teaching and learning of Humanities throughout the school.
- To enable us to have a unified and consistent approach to the teaching of Humanities throughout the school.
- To help teachers in planning and implementing activities for the children appropriate to their stage of development throughout the school.
- To provide a framework for monitoring, evaluating and targeting children's progress in Humanities and for developing, reviewing and revising our work as a staff.

History fires pupils' curiosity about the past, about how different societies across the world work and why and how people within these societies act as they do. It gives children a strong foundation for understanding key concepts such as time and place. Children will develop a chronological framework for their knowledge of significant people and events, and thus help to locate them in a wider context. In studying the diversity of human experience in the past, children can begin to see influences on the present. Teaching History also enables children to develop skills in procuring and weighing evidence, critical thinking, sifting arguments and developing perspective and judgement; skills that enhance children's achievement across the breadth of study.

Geography provides children with different perspectives about the natural and human worlds and establishes a thirst for enquiry. By exploring landscapes and environments throughout the world, it provides children with a range of investigative and problem solving skills useful both inside and outside the classroom. Geography equips 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. Encountering different cultures and societies enables children to think about the future and their own place in the world, their values, rights and responsibilities.

Aims for the Teaching and Learning of Humanities

Aims of History

The aims of History at Christ Church School are to ensure that all pupils:

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

Aims of Geography

The aims of History at Christ Church School are to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Teaching and Learning Styles

Teachers will employ a variety of teaching and learning strategies across a range of appropriate contexts. Learning tasks need to be relevant and meaningful to pupils and any grouping of pupils will take account of appropriate learning styles and needs.

Pupils will have opportunities to work independently, with a partner and in small groups. Children will have opportunities for collaborative and co-operative styles of learning, such as structured discussion and debate in pairs or in small groups.

Direct Experience

Pupils learn effectively through direct experience. We therefore offer opportunities for pupils, from the earliest stage, to observe, investigate and record their environment. We believe that both in-school workshops and external educational trips provide a rich learning context and promote understanding.

Source Materials

The National Curriculum for history and for geography emphasises the importance of allowing pupils opportunities to experience working with and learning from a variety of source materials and evidence: photographs, maps, artefacts, computer software, documents, videos, oral history and paintings. First hand experience of environment, museums, buildings, etc. provides a wealth of starting points for teachers to focus on, and for children to learn from.

Learning Activities/Outcomes

Across the key stages pupils will have opportunities to experience a balance of learning activities:

- discussion
- worksheets
- using textbooks
- drama or role-play
- map production
- fieldwork
- model making
- games
- audio-visual work
- question/answer
- teacher/adult presentation
- pupil presentation
- use of relevant software
- use of sources
- drawings/paintings
- independent research
- display
- written work

The contribution of Humanities to teaching in other curriculum areas

English - Humanities contributes significantly to the teaching of English by actively promoting the skills of reading, writing and speaking and listening. Children develop oracy through discussion and presentations, and develop their writing ability through composing diary entries, recounts, letters and reports.

Mathematics - Children use numbers when developing a sense of chronology. They are taught how to draw and read maps, and use graphs and charts to explore and analyse historical and geographical data.

ICT - Children use ICT in Humanities to enhance their skills in data handling and presenting written work. They also use the internet to research information and email can be used to communicate with schools in different locations.

PSHE - Children develop self-confidence by having the opportunity to explain their views on a number of social questions. They gain an understanding of democratic societies, laws and the cultures that make up a society. They take part in debates and discussions and explore environmental issues in their local area and in the wider world.

Differentiation

Humanities is planned to give children a suitable range of differentiated activities appropriate to their age and ability. Tasks will be set which challenge all children and extend the more able. Three levels of expectations (must, could, should) will be used as a framework for differentiated work with coverage of the higher expectations in particular carefully planned for each topic.

Our differentiation can be either by task or by outcome. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- creating opportunities to express information in varying ways employing a variety of media (computers, video, audio CD, extended writing, illustrations, diagrams, graphs, questionnaires, role play);
- presenting lessons using a variety of learning styles (visual, auditory and kinaesthetic);

- using classroom assistants to support the work of individual children or groups of children.

Curriculum Planning

- ❖ The National Curriculum forms the basis of History and Geography planning and teaching at Christ Church School.
- ❖ History and Geography are both taught during each year group from Year 1 to Year 6. There is a balance of the two subjects over the two key stages.
- ❖ Each class will experience one History or Geography lesson per week. This may vary in length but will generally last for about one hour per week.
- ❖ Class planning is made up of:
 - Long term planning - this maps out topics covered in each half term according to the scheme of work.
 - Medium term planning - this gives details of each topic for the half term, in reference to the long term map. It provides a break down of the learning intentions that ensure continuity and progression.
 - Short term planning - this gives detailed learning intentions and activities for each weekly session. Where appropriate cross-curricular links are made with other subjects' planning.
- ❖ In EYFS, the time allocated to History and Geography will vary due to the cross-curricular nature of the curriculum. Early Years and Foundation Stage teachers plan and teach in conjunction with the EYFS document. History and Geography form one part of the six areas of learning, entitled 'Knowledge and Understanding of the World'. The aim is that each of the six learning areas are given equal emphasis and that all aspects of learning are covered regularly, frequently and are revisited.

During the EYFS, children are encouraged to ask questions about events in each other's lives and those of their families, talk about different times and comment and ask questions about where they live and the natural world. They begin to find out about their environment and talk about the features that they like and dislike.

- ❖ At Christ Church, we feel it is vital to support our Humanities lessons in school with educational visits and activities. Wherever possible, particularly in Key Stage 2, our aim is that an educational visit or visitor to the school supports each unit. (See our Educational Visits policy)

Resources

Resources are stored in boxes in the resources room in the corner of the school hall. They are regularly checked and refreshed by the Humanities subject leader.

Extra resources are borrowed from the Camden Schools Library Service. These can be topic books, CDs/DVDs, posters, maps or artefacts.

Assessment, Recording and Reporting

We assess the children's work in Humanities through careful observation during each lesson and the marking of recorded work. Teachers record the progress made by the children against the learning intentions for that particular lesson. At the end of each unit, children evaluate what they have learned. Their progress and achievements in Humanities are reported annually at the end of year in parent/carer meetings and in reports.

Links with other policies

Humanities can contribute to and enhance many other curriculum areas such as English, Maths, ICT, PE and PSHE.

Responsibilities

The responsibility for drawing up the policy is the Humanities subject leader in consultation with whole staff.

Monitoring and Reviewing

The Headteacher, Deputy Headteacher and Humanities subject leader will monitor the effectiveness of the policy.