

## **ST JAMES' RC PRIMARY SCHOOL HUMANITIES POLICY**

### **FAITH IN ACTION, WORKING TOGETHER, WALKING IN THE FOOTSTEPS OF CHRIST**

This policy was revised during the Autumn term 2017 by the Humanities Subject Leader and the staff of St. James' RC Primary School. It was approved by the Governing Body in the Autumn 2017 and should be used in conjunction with the Self Evaluation Policy and the Assessment for Learning Policy.

#### **AIM**

Through geography we aim to:

- Stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface.
- Foster children's sense of wonder at the beauty of the world around them.
- Develop children's knowledge and understanding of different places and different cultures, inspiring them to travel later in life.
- Help children to develop an informed concern about the quality of the environment and the future of the human habitat.
- Enhance children's sense of responsibility for the care of the Earth and its people.

Through history we aim to:

- Develop children's sense of identity through learning about the development of Britain, Europe and the world.
- Introduce children to what is involved in understanding and interpreting the past.
- Enable children to reflect on how decisions in the past affect their lives today.

#### **TEACHING AND LEARNING**

At St James' we believe that the characteristics of high quality teaching and learning of Humanities are:

- Setting suitable learning challenges.
- Responding to pupil's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

#### **DELIVERY**

The National Curriculum sets out what should be taught in all aspects of History and Geography for each key stage, and the standards expected of pupils as they progress. As a school we have chosen the topics that best inspire children and teachers, which link to other areas of our curriculum and which support our whole school ethos.

#### **EARLY LEARNING GOALS**

Humanities at St James' supports the Early Learning goals of:

- Language and literacy.
- Mathematical development.
- Knowledge and understanding of the world.
- Personal, social and emotional development.
- Creative development.

## PLANNING

At St James' we have decided to teach 3 units of work a year, with a rolling program of weighting between history and geography. Staff should refer to the grid below.

## Humanities Scheme of Work

Year 1	HISTORY Changes within living memory (toys, clothes, inventions, communication)	HISTORY Florence Nightingale	GEOGRAPHY Where in the world is North America Focus country Mexico
Year 2	HISTORY Explorers – how were Christopher Columbus and Neil Armstrong alike?	GEOGRAPHY Where in the World is the UK?	HISTORY The Great Fire of London
Year 3	HISTORY Ancient Greeks	GEOGRAPHY Where in the world is Europe?	GEOGRAPHY Mountains, volcanoes and earthquakes
Year 4	HISTORY The Roman Empire and its impact on Britain	HISTORY Britain's settlement by Anglo Saxons and Scots. Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	GEOGRAPHY Where in the world is Asia? Focus country China
Year 5	HISTORY Ancient Egypt The achievements of the earliest civilizations	GEOGRAPHY Where in the world is South America? Focus country Brazil	GEOGRAPHY Rivers and the Water Cycle
Year 6	HISTORY World War II	GEOGRAPHY Where in the world is Africa? Focus country Kenya	HISTORY A local history study The Victorians

## TIME

At St. James' have decided to block units of work so that, for example, a unit of work is carried out every afternoon for two weeks in line with our teaching of other subjects.

## DIFFERENTIATION

Teachers plan for all children's learning needs to be met in a variety of ways.

## GROUPING

Depending on the unit of work, children work individually, in pairs, or in small groups.

## ASSESSMENT

Staff should refer to the Assessment for Learning Policy.

The expectations are provided through broad descriptions of achievement within each unit as devised by the subject leader. Teacher assessment is conducted at the end of each topic and recorded in the Red Assessment folder. Foundation stage assesses children against the Early Learning Goals.

## MARKING

The staff at St James' refer to the Marking and Presentation Policy. Effective marking should aim to offer children constructive feedback. The pupils should also be given opportunities to:

- Discuss and debate.
- Question and explain.
- Compare and interpret.

## **KNOWLEDGE, SKILLS AND UNDERSTANDING**

At Key Stages 1 and 2, teaching should ensure that knowledge, skills and understanding are applied when developing:

- Geographical enquiry and skills.
- Knowledge and understanding of places.
- Knowledge and understanding of patterns and processes.
- Knowledge and understanding of environmental change and sustainable development.
- Chronological understanding.
- Knowledge and understanding of events, people and changes in the past.
- Historical interpretation/Historical enquiry.
- Organisation and communication

## **HUMANITIES AND LITERACY**

St James' links Humanities to Literacy in a variety of ways, such as:

- Learning to talk knowledgeably and accurately about geographical and historical matters.
- Participating in discussion and debate.
- Presenting information and ideas about people, places and environments in a variety of ways.

## **HUMANITIES AND NUMERACY**

St James' links Humanities to Numeracy in a variety of ways, such as:

- Application and Understanding of number.
- Using maps (for example, involving co-ordinates, directions, distance and scales).
- Collecting, recording, presenting and interpreting data.
- Using and presenting graphs, charts and statistical analysis.
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## **GEOGRAPHY AND Computing**

St James' links Humanities and Computing in a variety of ways, such as:

- Using CD ROMs and the Internet selectively to find information about events, people, places and environments.
- Using e-mail to communicate and exchange information with people in other places.
- Using spreadsheets and databases to handle and present data.

## **RESOURCES**

Humanities resources are kept in classrooms according to the unit being taught. Additional resources, such as maps, are stored by the stock room in the staffroom. We have purchased Computing programs for Geography, such as 'The Oxford Talking Infant Atlas', 'The Map Detectives' 'Exploring Maps' and Captain Co-ordinate.

The following whole school principles are covered in our

**Assessment for Learning Policy and Self Evaluation Policy:**

- Aims/philosophy.
- Objectives.
- Teaching and learning.
- Progression.
- Assessment, Recording and Reporting
- Equal Opportunities.
- Self-evaluation.

Monitoring and Evaluation

This policy will be updated in line with any new developments in the school and/or any new government guidance.

It was last reviewed in: September 2017

It will next be reviewed in: September 2020

This statement of policy was approved by the Governing Body at their meeting on:-

Date: \_\_\_\_\_

Signed:

\_\_\_\_\_ (Chairperson)

\_\_\_\_\_ (Head teacher)