

Delph Primary School



Humanities Policy

Introduction and Rationale

This policy outlines the teaching, organisation and management of the Geography and History curriculum taught at Delph Primary School. Geography and History are essential parts of the National Curriculum. They provide a means of exploring, appreciating and understanding the world in which we live and how it has evolved.

Geography explores the relationship between the Earth and its people. Geography stimulates curiosity and imagination and we aim to build children's geographical awareness by developing key skills, understanding and knowledge of the world.

History is about developing an awareness of the past, through teaching about people, events and changes. Children should develop a chronologically secure knowledge and understanding of local, British and world history. Historical study is a process of enquiry. Using the evidence available to us, we can draw conclusions about what life was like in the past and gain a better understanding of the world today.

Aims

Good geography teaching aims to:

- Inspire in pupils a curiosity and fascination about the world and its people
- Develop pupils' knowledge and understanding about diverse places, people, resources and natural and human environments
- Deepen understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments
- Acquire Geographical knowledge, understanding and skills
- Enable children to learn and explain how the Earth's features are shaped, interconnected and change over time
- Develop pupils' understanding of basic subject specific vocabulary

Good history teaching aims to:

- Help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world
- Help children to develop a chronological framework for their knowledge about significant events and people
- Inspire curiosity and foster pupils' enthusiasm to know more about the past
- Encourage pupils to ask relevant questions, think critically, weigh evidence, consider arguments and develop perspective and judgement
- Develop an understanding of the way of life and cultures of people in different

times and societies.

The National Curriculum for Geography

(Ref: Progression in the New National Curriculum – Focus Education)

Both key stages will develop:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Key Stage 1

Pupils will develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 2

Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

The National Curriculum for History

(Ref: Progression in the New National Curriculum – Focus Education)

Key Stage 1

Pupils will be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality

Key Stage 2

Pupils will be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – e.g. a significant turning point in British History such as the

Battle of Britain

- The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history

Humanities Planning, Teaching and Organisation

In order to achieve the objectives of the Geography and History Curriculum, each subject is taught through a half-termly topic approach. These topics have been mapped to the National Curriculum Programmes of Study for Geography and History. (See Whole School Curriculum Overview)

In lessons, a variety of approaches will be used to ensure continuity and progression. Lessons will include whole class teaching, group work and individual work. Planning will take into account the needs of individual pupils in line with the school's inclusion and equal opportunities policies.

Planning is the responsibility of individual teachers and will be used to:

- Set clear objectives;
- Ensure work is matched to pupils' abilities and interests;
- Ensure progression, continuity and subject coverage throughout the school.

There will be an emphasis on the provision of hands-on experiences for the children where appropriate and possible.

Fieldwork is carried out within the school grounds and around the village to support both History and Geography teaching. Trips are also made to relevant locations which will stimulate the pupils' interest, including e.g. museums and residential visits. Visitors with first-hand knowledge/expertise will also be invited into school to further enhance the Humanities curriculum.

In both Key Stages and EYFS, cross curricular topics will be taught combining Geography with History and other subjects such as English, Maths, Art, D.T., R.E, Music and Computing.

Stimulating classroom displays, including relevant artefacts will also be used to support and stimulate children's learning.

Health & Safety

It is important for staff to consider the Health and Safety aspects of an activity when planning and carrying out fieldwork and/or educational visits, whether on the school site or further afield. Appropriate risk assessments should be undertaken when necessary and the procedures for the approval of all visits must be followed.

Computing Skills

Pupils should be given opportunities to apply and develop their computing skills in the Humanities curriculum. This can be supported by teaching children to:

- find information from a variety of sources, selecting appropriate information for the purpose e.g. use of internet
- develop their ideas using ICT tools to refine their work
- exchange and share information using ICT

Role of Subject Leader

Working collaboratively alongside the Headteacher, governors and whole staff:

- to lead in policy development and the generation of schemes of work, ensuring continuity and progression
- to help monitor and evaluate pupil learning, subject development and the implementation of policy and schemes of work across the school
- to keep up-to-date with current views and subject developments, passing these on to colleagues
- to demonstrate good practice
- to be responsible for reviewing, purchasing and organising geographical and historical resources

Role of Governors

To participate in the development and review of this policy, monitoring its effectiveness across the school. Questions asked may include: Are all pupils able to access the Humanities curriculum? Do children develop historical enquiry skills and understanding? Do children develop geographical skills and understanding? Is there continuity and progression in Humanities across school? Do children enjoy studying Humanities?

Assessment

Assessment is an integral part of the teaching and learning process. It is the responsibility of the class teacher to assess pupils within the class. We aim to make assessment purposeful, allowing us to match teaching activities to the needs of the pupils to ensure progress. Information for assessment will be gathered in various forms:

- by talking to pupils
- by observation and marking work
- by end of topic reviews

Monitoring and Evaluation

The Humanities leader, in consultation with the headteacher, governors and staff, will monitor the effectiveness of this policy via monitoring of planning, and teaching and learning (through lesson observations). Pupils' work may be scrutinised and pupils will be encouraged to get involved in discussion about their work.

Approved by: Governors Curriculum & Standards Committee
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