# **HUMANITIES POLICY**

# ST MARY'S LEWISHAM CE PRIMARY SCHOOL



#### **SCHOOL VISION**

To be a learning community that promotes the unique gifts, wellbeing and potential of every person. Our work is founded on the life and teaching of Jesus Christ, building on His message of equality, peace and justice, guided by His words 'As I have loved you, so you must love one another' (John 13:34).

#### **MISSION STATEMENT**

St Mary's school serves our community by providing the highest quality of education and experiences so everyone can achieve their full potential. Faith is at the heart of our life together which celebrates our diversity. Christian values unite and guide our relationships based on respect, responsibility and forgiveness.

#### **AIMS FOR HISTORY**

We aim to...

- Stimulate the children's interest and understanding about the life of people who lived in the past.
- Teach children a sense of chronology, and through this they develop a sense of identity, and a cultural
  understanding based on their historical heritage
- Create meaningful experiences for the children in which they can value their own and other people's cultures in modern multicultural Britain
- Help the children to understand how events in the past have influenced our lives today
- Help children to develop the skills of enquiry, investigation, analysis, interpretation and problem-solving

#### **AIMS FOR GEOGRAPHY**

We aim to...

- Inspire pupils' curiosity to discover more about the world
- Enable children to know about the location of the world's continents, countries, cities, seas and oceans
- Develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes etc.
- Help children understand how the human and physical features of a place shapes it location and can change over time
- Provide opportunities to reinforce and contextualise learning across the curriculum

# THEMATIC CURRICULUM

The school teaches Humanities as part of the Thematic Curriculum, where teaching and learning is based around a core topic each half term. See the Thematic Curriculum Policy for more details.

#### THE NATIONAL CURRICULUM

The National Curriculum Program of Study and Attainment Targets sets out the content and skills that pupils are required to "know, apply and understand" at the end of key stage 1 and key stage 2. In order to ensure that pupils make progress in each year of their learning journey towards these endpoints, it is helpful to break down the program of study into more detailed learning objectives for each phase.

# **HISTORY in the NATIONAL CURRICULUM**

The National Curriculum for History aims to ensure that all pupils:

Know and understand the history of Britain 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

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

#### **GEOGRAPHY** in the NATIONAL CURRICULUM

The National Curriculum for Geography aims 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

#### **EARLY YEARS**

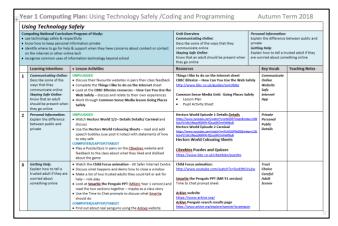
The skills and content outlined in the curriculum guidance for the Foundation stage (Early Learning Goals) has been integrated into the school's Early Years framework and schemes of work. This focuses on making sense of the children's own environment, and to understand the passing of time in their own lives. Please see the EYFS leader for further advice.

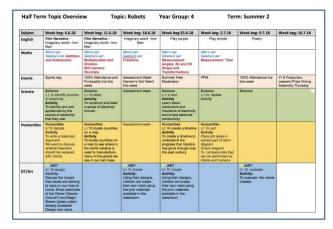
# **PROGRESSION**

The Thematic Curriculum Framework includes detailed year by year progression grids for History and Geography. The progressions have been informed by guidance from relevant professional subject associations, examples from other schools and collaboration with a range of education consultants and specialists.

#### **PLANNING**

The Learning Objectives for History and Geography in each topic are given on the half termly topic plan, alongside key questions to encourage enquiry. Key subject vocabulary is also provided, as well as suggested teaching and learning activities. Teachers then create a further more detailed plan from this.





- Humanities planning is part of the **half term overview plan** that maps out how and when the subjects will be taught
- The half term overview plan should show the main WALT and a summary of the activity
- More detailed planning, including the use of adults, etc. will be on the medium term planning
- Each adult will typically have a focus group for every session and this can be indicated on planning

# **TEACHING AND LEARNING**

# Match/Challenge

- Activities should be matched to the children's development by task, resources, group work and outcome
- Challenge can be supported by considering how a pupil uses self and peer assessment, and adding extra tasks that support use of higher order thinking skills to deepen learning

Humanities	Humanities LI:To debate Activity To write a balanced argument We want to discuss whether teachers should be replaced with robots.	Humanities L.I:To locate countries on a map Activity To locate countries on a map to see where in the world robotics is used to manufacture many of the goods we use in our own lives.
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#### **USE OF PUPIL TOPIC MAPS**

- Pupil Topic Maps to be stuck into children's book and sent home at the beginning of each new topic
- Pupil Topic Maps are to be annotated at the beginning of a new topic in order for the children to show what they already know and dually for the teacher to address any misconceptions
- To include question prompts related to their upcoming learning and a bank of vocabulary for the children to support learning

#### **WALTS – WE ARE LEARNING TO**

Teachers should have a system (e.g. an initial letter or writing the name) for children to record which subject they are learning. WALTs should be skills based, and although generalised, they should link explicitly to History and/or Geography skills progression:

- to sequence events
- to use a primary source
- to compare events
- to make notes
- to draw a map
- to use a map key

- to describe changes
- to describe an artefact
- to find out about.. using
- to measure distance
- to locate a **place**
- to compare account

# **PRESENTATION**

- Humanities is part of the Thematic Curriculum and work will be recorded in green 'Topic' books
- Extended writing based on a Humanities theme will be recorded in the Topic book

# **RESOURCES AND EQUIPMENT**

#### **SCHOOL RESOURCES**

School-based resources such as atlases and maps are located in the school library and resource room. There are also topic boxes that contain resources and materials related to specific Half Term topics. Resources related to the revised curriculum and topics are currently being developed.

# **DIGITAL RESOURCES**

# Oddizzi

Oddizzi is an award winning digital resource that the school has purchased. It provides schemes of learning, assessment grids and real world geography for kids. Its original resources and the option of connecting to a ClassPal, help build global citizenship skills. All teachers have been set up with their own accounts. https://www.oddizzi.com/

#### **Busy Things**

The school has access to the full Busy Things suite of activities online via the LGfL. There are many excellent Geography activities, particularly around maps and locations of key places. <a href="http://busythings.lgfl.net">http://busythings.lgfl.net</a>

# **Google Maps**

Google Maps offers a range of free mapping and satellite imaging tools, as well as Streetview walkthroughs for many cities and towns across the world. Contact the Humanities Subject leader for help and ideas on using this incredible resources with pupils

#### RECORDING, FEEDBACK AND ASSESSMENT

#### **RECORDING**

- Photos and copies of collaborative and/or hands-on activities (i.e. making artefacts, role play or shared work on sugar paper) should be stuck in the topic book and annotated by pupils as part of the learning
- In KS1 write a short summary of what the children did and give them a next step that they can respond to
- In KS2 children should annotate the photo with their own summary of what they did. This is a
  good opportunity to consolidate and extend learning and understanding and develop selfassessment skills

#### WRITTEN OUTCOMES

The Humanities often lend themselves to written outcomes. Where appropriate a range of types of written outcomes should be planned for, to extend and deepen learning in both History and Geography. Language structures and writing scaffolds and frames might need to be used when teaching these types of writing initially but it is expected that pupils will be able to write independently in a range of ways by upper KS2. It is important to structure outcomes to avoid pupils copying and pasting information from research sources, particularly in History.

Types of written outcomes might include:

- An obituary of a historical figure
- A recount of an event in the first person
- A retelling of an event as a narrative
- An advert for an invention

- A discussion about the reliability or accuracy of sources
- A comparison of two events or periods
- A timeline with date

Pupil outcomes should also be in a range of formats other than writing.

These formats might include:

- Diagrams
- Annotated Maps
- Tables and graphs
- Mind Maps

- Annotated photographs of practical work, field trips and role play
- Notes
- Drawings and sketches

#### **FEEDBACK**

- Corrections should be in green pen in order to see progression
- Teachers and other adults should be marking the books of the group they work with following the whole school
  marking policy e.g. using a blue pen, green highlighting where the WALT is met, pink clouds for addressing
  misconceptions and extending learning and next steps

#### **ASSESSMENT**

- Assessment of the Humanities is completed for each half-term through the pupil topic maps children record their learning and teachers review this. Outcomes and feedback within topic books and lessons also support assessment.
- Assessment is used for planning next steps to ensure progression through knowledge and skills

# **MONITORING**

The teaching and learning of Humanities is monitored through classroom observations, learning walks, Topic Book monitoring and scrutiny of planning by the post holder and members of SLT. Planning will be monitored once a half term and feedback given. Work is also scrutinised once each term with feedback to staff.