

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 its 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

- 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 <i>L.I: To debate</i> Activity To write a balanced argument We want to discuss whether teachers should be replaced with robots.	Humanities <i>L.I: To locate countries on a map</i> 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. <http://busythings.lgfl.net>

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 self-assessment 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.