



Humanities Policy

To be read in conjunction with all other policies plus:-
Accessibility Plan

Introduction

Learning in primary humanities begins with deepening children's' understanding of themselves, the people around them, their communities and eventually the wider world. Their lives will be enriched if their curiosity is encouraged by talking and exploring and thinking. This area of learning engages children in investigating the world and their place within it. Asking questions about people and events in the past helps them understand the present and prepares them for the future. Understanding people's relationships with the physical and built environment helps them form ideas about how to live. They learn about the impact of their actions on the planet which will help them understand the importance of developing a future that is sustainable. Through exploring cultures, beliefs, faiths, values, human rights and responsibilities, children develop a deeper understanding of themselves and others, and a sense of belonging.

Historical, geographical and social understanding encourages children to interpret the world around them, from the local to the global. They become aware of how communities are organised and shaped by people's values and actions, and how communities can live and work together. They begin to understand how events that happened long ago or in other countries can affect our lives today and how we can help shape the future.

In these ways, children learn about similarities, differences, diversity and how we live in an interdependent world. They learn about right and wrong, fairness and unfairness, justice and injustice. Their growing understanding helps them make sense of the world and prepares them to play an active role as informed, responsible citizens.

The children are part of the society that surrounds them and they have an impulse to be curious about what they see and about the people among whom they live. As they grow they need to understand progressively the interdependence of lands, of peoples, of cultures and of generations within a global ecosystem. Without an historical and geographical perspective, children may build themselves a distorted picture of the world. The objective of humanities teaching in Broadway Infants is to foster a desire for learning which will continue for the rest of the children's lives.

Curriculum Aims

Broadway Infant School aims to deliver a curriculum which is broad, challenging and creative; a curriculum which encourages children to learn through seeking solutions to problems and finding answers to their own questions.

The Statutory Framework for the Early Years Foundation Stage aims to ensure that Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.



The National Curriculum for History aims 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.

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.



The Broadway Infants curriculum is delivered through a themed approach. This allows us to broaden our humanities curriculum to encompass, at an age appropriate level, an introduction to citizenship, personal, social, health and emotional education focused on developing pupil's understanding of: personal and physical health and well-being; the impact of their actions within relationships and the wider world; the role of the law; democracy and the contributions they can make as responsible citizens and an introduction to associated British values. We also introduce pupils to the concepts that support the responsible managements of money.

The context of teaching:

In the Foundation Stage, children will be supported in developing their understanding of the world through taught lessons, child initiated activities and small group work where they can explore, enjoy, learn, practise and talk about their increasing understanding of people and communities, the world and technology. Children will be seen engaged in activities that promote:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In Key Stage 1, children will be supported in developing their understanding of History and Geography through themed lessons that encourage children to develop their knowledge, skills and understanding through;

- asking questions as well as answer them
- opportunities to handle and use a wide range of artefact, practical resources, such as maps and small apparatus to support their work.
- opportunities to use pictorial representations
- opportunities to use written methods
- using ICT
- providing suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

This is achieved through a range of strategies including differentiated group work, varying the questioning styles and use of classroom assistants to support children.

Non- statutory aspects of the curriculum will be taught integrated as above or through themed lessons or weeks such as 'Healthy Schools' or themed days such as 'Safer Internet Day'. The concepts will also be modelled through whole school initiative such as the routines adopted through School Council or the Pupil Reward Scheme so that children experience the application of skills in a real life age appropriate context.



Planning to deliver the curriculum

Planning in the Foundation Stage is based on the Statutory Framework for Early Years, the non-statutory early years outcomes document and the National Curriculum when needed. Long and medium-term themed planning identifies the intended learning throughout the year. Weekly plans include cross curricular lessons that must always include sufficient differentiation to match the learning needs of all children, including when necessary, those working beyond the level of the Early learning Goals. Provision plans also allow understanding of the world to be explored through focused child led learning.

Planning in Key Stage 1

The school delivers the History and Geography National Curriculum 2014. Teachers ensure objectives are covered and progression and continuity occurs throughout the year. A medium term plan is used each half term to identify the main teaching objectives. Weekly plans list specific learning objectives and provide details of activities that are to be taught.

Throughout the school, teachers are responsible for the content of their daily lesson planning needs. This level of autonomy allows us to maximise on teacher's professionalism and minimise on bureaucracy whenever possible.

When planning themes, teachers must ensure they build on prior learning, take into account the interests of their pupils, have high expectations and include an appropriate level of challenge.

Cross curriculum teaching

Whenever possible we integrate curriculum areas together so that children can build concrete links between their developing knowledge and understanding and applying skills. Some examples of the various links History and Geography can make to teaching in other curriculum areas:

Literacy links:

Use of story books to develop children's knowledge and understanding environmental issues or when comparing different locations.

Numeracy/ Computing Links

Engaging children with mathematical concepts through the use of graphs, simple spreadsheets or coding contexts.

Spiritual, moral, social and cultural development; Personal, social and health education (PSHE) and citizenship Links:

- Through Knowledge and Understanding of the World, History and Geography we incorporate where possible activities which contribute to the children's spiritual development.
- Teaching about contrasting localities and environmental issues enables children to learn about inequality and injustice in the world.
- Developing knowledge and understanding of different cultures teaches children to avoid stereotyping other people, and acquire a positive attitude towards others.
- Discussing moral questions and sharing their opinions linked to what is right and wrong.



- The subject matter lends itself to raising matters of citizenship and social welfare allowing us to promote the concept of positive citizenship and British values.

Equality of opportunity

In the implementation of this policy Broadway School is committed to equality of opportunity. Equality of opportunity is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It applies to all members of the school community, pupils, staff, governors, parents/carers and community members, and to all aspects of school life, including admissions. Disabled members of the school community are also legally entitled to expect reasonable adjustments to be made to help facilitate their participation.

Assessment for Learning

All children are assessed on a day to day basis through observation, questioning, discussion and written recording. This ensures teachers have a full understanding of learning and progress.

Assessment in the Foundation Stage

In the Foundation Stage, children are regularly assessed against the developmental ages as given in the early years outcomes followed by the Early Learning Goals. Final Early Learning Goals results for each child are included in each their annual report. This information is also passed to the next class teacher during annual transition meetings.

Assessment in Key Stage 1

Learning objectives and success criteria are shared in books and on the learning walls. Teachers give verbal and written feedback. The 'pink and green' method is used for marking (See the Marking Policy). Children are regularly given opportunities to act upon their next steps.

Teachers assess children's work by making informed judgements during lessons, through observations and through reviewing a piece of completed work. Teachers also encourage children to engage in self and peer assessment where appropriate.

Final attainment assessment for each child is included in each child's annual report. Attainment and progress information is also passed to the next class teacher during annual transition meetings.

Parent/Carer contribution to learning

Parent/carer involvement is highly valued. We aim to promote their participation through invitations to school events such as their attendance at 'Social, Emotional Aspects of Learning (SEAL)' assemblies; school theme field trips or themed workshops that inform them how they can support the Humanities curriculum.

Resources

Resources are stored in the classrooms and centrally in the resource cupboard in the Willow Room. Co-ordinators review resource requirements on a regular basis and are encouraged to inform the Headteacher if new resources are required.



Fieldwork

We include as many opportunities as we can to involve children in practical research and enquiry. We encourage all children to learn from investigating the school site and the local environment. We arrange regular visits to places of interest which support or enhance the focus for our termly work. On such visits teachers must adhere to the Health and Safety regulations and requirements as detailed in the school Health and Safety Policy.

Special Educational Needs and Disabilities (SEND)

Within the Humanities planning teachers provide learning opportunities that are matched to the needs of children with learning difficulties and also provide appropriate challenges for children who are high achievers. Work in Humanities takes into account the targets set for individual children in their Individual Education Plans (IEPs). Teachers and supporting adults in the Foundation Stage and Key Stage 1 must provide supplementary experiences and information for children with sensory impairment. They must also make reasonable adjustments so that children can attend or engage in comparable fieldwork.

Monitoring

The monitoring of the standards of children's work is the combined responsibility of the Humanities Co-ordinator, the Headteacher and the assigned Governor.

The work of the co-ordinator also involves supporting colleagues in their teaching and being informed about current developments in relevant curriculum areas. The Headteacher draws on information and advice supplied by the co-ordinator to provide a strategic lead and direction for our school. The quality of teaching in these areas is the responsibility of the Headteacher although he/she may call on the co-ordinator for advice.

This responsibility for this policy has been delegated to the Headteacher and will be reviewed at least every three years.

Signed: **Juliet Lambert**

Date: **19.6.2017**

Headteacher

Review: June 2020