

Waterthorpe

Nursery Infant School



Humanities Policy

November 2017

Approved by: Curriculum Committee

Date: 11th December 2017

Next Review Date: Summer 2020

Policy Statement

Introduction:

We seek to develop, in all children at Waterthorpe Nursery Infant School, an understanding of human experiences, with the interactions between people and their relationships with the environment past, present and future. The content of the Humanities curriculum will be largely based on History and Geography. However, the cross-curricular links between citizenship, environmental education, personal, social and education and all the core subjects are essential to provide balance.

Humanities is a combination of History and Geography. The fundamental skills, knowledge and understanding of the subjects are set out in the National Curriculum where they are categorised into programmes of study that identify the key aspects.

It is our philosophy that the study of history and geography plays a vital part in the development of children's knowledge and understanding of the development of human societies and of the world around them. It involves the introduction of methods and skills required to use evidence to find out about the past. It also includes understanding of the impact of human activity and physical processes on their surroundings.

Aims:

Our aim is to develop in students a real interest in the Humanities subjects which, we believe are of central importance to understanding the world and our place in it.

We aim to develop in students the skills, enthusiasm and understanding necessary to become life-long learners, and to foster an open-mindedness towards other people and cultures, as well as a sense of responsibility to the world around us.

TEACHING METHODS AND ORGANISATION

Humanities are taught through a cross-curricular approach to support either topic work or other curriculum areas. Visits and visitors are used to enrich the curriculum.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study in the New National Curriculum.

In the Early Years Foundation Stage, we teach the humanities as an integral part of the topic work covered during the year. We relate the humanities' aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to six. Humanities makes a significant contribution to the learning objectives for developing a child's knowledge and understanding of the world.

Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

DIFFERENTIATION

Differentiation will be by task, support and outcome. Care in the planning of the lesson content for the support of pupils with SEN, including the very able, will ensure that they are provided with tasks suitably matched to their ability. Differentiation may be achieved by modifying the task, language and stimulus, or by providing extension activities and individual support.

ASSESSMENT, RECORDING AND REPORTING

Assessment is ongoing. Children's attainment is judged alongside the key objectives/skills once a term. These judgments are used to inform the subject leader and the class teacher which children are performing below, in-line and above expectations.

Assessment activities should be detailed in teacher's medium term planning such as:

- observation
- group discussion
- self & peer assessment
- selecting examples of pupil's work

Evidence of work can be found in children's books and Foundation Stage Journals. The Humanities curriculum is also recorded through photographic evidence.

TEACHING FACILITIES

There are facilities for Humanities work to take place in each classroom. Classes are also able to use the dining teaching areas, the playground, the environmental garden and the quiet rooms. The computer suite and the hall are available for each class. There is also our Forest School building, sited in the church grounds behind the school and the path and the local environment beyond the school gates.

RESOURCES

Humanities have a budget for resources, which is managed by the subject Leader in line with the School Improvement Plan.

THE ROLE OF THE SUBJECT LEADERS

Humanities within the school is monitored by the subject leader.

The subject leader has responsibility for leading developments within their area, for monitoring planning, teaching and learning and for organising visitors to school.

PROFESSIONAL DEVELOPMENT

The school is committed to the continuing professional development of staff and training will take place to meet the whole school priorities and individual needs. In-service training may take place by attendance on courses, both within and outside the Local Authority (LA), or by whole school on-site training either during staff meetings, twilight sessions or on an In-service training day. A budget allocation is given for course fees and supply costs.

SCHOOL IMPROVEMENT PLANNING

Our school Improvement Plan/Single Integrated Development Plan identifies development needs, planned activities, costing and success criteria for Humanities. This is monitored termly and included in the Headteacher's report to governors. The plan has a full review each year in the summer term when work is evaluated and new priorities are identified.

INCLUSION AND EQUAL OPPORTUNITIES

All pupils will have an equality of access to a broad and balanced curriculum irrespective of gender, ethnicity, class, culture, ability or any other potentially discriminating factor. Additional support is given as appropriate and following our Special Needs Policy. This is reflected fundamentally in all teachers' planning. Our Equal Opportunities policy is adhered to across the Humanities curriculum and with extra-curricular activities.

Activities will be created within topics, which will encourage children to reflect on their own attitudes and values in relation to a wider world, e.g. tolerance and understanding. Every effort is made to provide materials, which accurately represent genders, cultural, and minority groups in modern and past societies.

When possible I.C.T. equipment, computer software, videos, pictures and artefacts are used to enable children to access information.

THE ROLE OF PARENTS

Parents/carers/volunteers are encouraged to participate in the Humanities curriculum through invitations to support classroom activities, to join us for special events and to accompany us on visits.

LINKING POLICIES

Special Needs, Equal Opportunities, Safeguarding, Health and Safety

MONITORING AND REVIEW

The Humanities Leader is responsible for the management of the subject which will include the organisation of resources in a way provides consistency and ease of access throughout the school.

This policy will be monitored by the Humanities Leader. A monitoring programme will be followed each year and will include monitoring reports, by the Humanities leader on the effectiveness of the policy. It will be reviewed in the summer term of 2020.

Appendix 1

New National Curriculum for Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

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.

Subject content

Key stage 1

Pupils should 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.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Appendix 2

New National Curriculum for History:

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Equality Impact Assessment

<i>Name of policy or project being assessed?</i>		Date
Humanities		21/11/17
<i>Priority Level</i>		
High		
Medium		
Low	X	
Lead Officer: Helen Stokes		
Members of the assessment team: Helen Stokes & Suzanne Marriott		
Others involved in the assessment (peer review/external challenge): Curriculum Committee members		
<p>What are the aims of the policy or project? Our aim is to develop in students a real interest in the Humanities subjects which we believe are of central importance to understanding the world and our place in it.</p> <p>We aim to develop in students the skills, enthusiasm and understanding necessary to become life-long learners, and to foster an open-mindedness towards other people and cultures, as well as a sense of responsibility to the world around us.</p>		
<p>Who is the intended customer/service user of this project or policy? Children and staff</p>		
<p>What are the desired outcomes from this project or policy? To provide a clear approach to the learning of History</p>		
<p>List any other key policies, procedures, projects or strategies that this policy/project has implications on: Curriculum, Equal opportunities</p>		

What are the racial, disability and gender equality implications of the policy or project?
 To ensure that all groups are given equal opportunities to access this area of the curriculum

Does the policy or project have any significant positive impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	Yes					
Does the policy or project have any significant adverse impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	No					
Do you have any evidence?						
Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?						
Action to take						
If you have indicated there is a negative impact, can it be justified?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">NA</td> <td style="width: 20%;"></td> </tr> </table>				NA	
			NA			
If you have indicated there is a negative impact and it cannot be justified, is it discrimination?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">NA</td> <td style="width: 20%;"></td> </tr> </table>				NA	
			NA			
If you have answered YES, please list all the changes that you have made to eliminate this discrimination						
Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)						

Signed (Person completing		the form):	Date: 21/11/17
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