



# HAZEL LEYS ACADEMY

'Be Inspired'

'Placing our pupils at the heart of everything we do'

Humanities Policy

2019

## **POLICY STATEMENT**

Humanities refers to those areas of the curriculum delivered through the single subjects of geography and history. Experiences in the humanities should promote in pupils an appreciation of their geographical location and their social communities in the context of the wider world and how these have changed and developed in the course of time. These experiences should enhance children's potential to become effective, caring participants in society and promote continuing study and interests for life.

## **INTRODUCTION**

Hazel Leys Academy believes that History and Geography makes a valuable and distinctive contribution to pupils' education. Learning about the past and the methods used to study sources and draw conclusions helps pupils understand and contribute to the world in which they live. Geography helps children to make sense of their surroundings and the wider world, and the interdependence of individuals, groups and nations. The History and Geography Curriculum follows the new National Curriculum introduced in September 2014. A topic-based approach to curriculum planning is employed within the school. The teaching of History and Geography is organised through termly or half-termly topics.

## **AIMS OF LEARNING WITHIN THE HUMANITIES**

- to be able to construct reasoned arguments which lead to informed judgements
- to develop attitudes which promote understanding and sensitivity towards the values and attitudes of others
- to understanding the opportunities and constraints that shape people's lives
- to develop an awareness of self and others and their interaction and interdependence with the environment
- to develop an understanding of social, political and economic factors as dynamics of society

## **AIMS OF HISTORY**

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.

## **AIMS OF GEOGRAPHY**

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.

## **TEACHING AND LEARNING**

We believe that meaningful links between history and geography should be made where appropriate. It is also considered important that pupils' learning is supported by visits to sites of historical and/or geographical importance, as relevant to their current studies.

Teachers will employ a variety of teaching and learning strategies across a range of appropriate contexts. Learning tasks need to be relevant and meaningful to pupils and any grouping of pupils will take account of appropriate learning styles and needs. Pupils will have opportunities to work independently, with a partner and in small groups. Children will have opportunities for collaborative and co-operative styles of learning, such as structured discussion and debate in pairs or in small groups, because these activities encourage pupils to:

- understand opinions other than their own
- distinguish between fact and opinion
- appreciate the value of consensus decision making

Pupils learn effectively through direct experience. We therefore offer opportunities for pupils, from the earliest stage, to observe, investigate and record their environment. We believe that visits to and from the local community provide learning contexts and promote understanding. We will provide a wide variety of learning opportunities and experiences including use of: photographs, documents, artefacts, visits to museums and different environments, the local area, oral history, paintings and buildings.

In Key Stage 1 they have a two year curriculum map which enables the teachers to meet the statutory requirements of the National Curriculum.

In Key Stage 2 key skills are taught in each year group, all children cover all areas of the National Curriculum by the end of the four year period.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Where appropriate, information and communication technology will be used to aid historical and geographical enquiry and the communication of results e.g programmable toys, the internet, databases and word processing packages.

## **HUMANITIES IN THE FOUNDATION STAGE**

Young children are finding out more about the world they live in and the people they encounter. They acquire a range of skills, knowledge and attitudes related to Understanding the World in many ways. We aim to provide a balance of activities including first-hand experiences that encourage exploration, observation, problem-solving, critical thinking and discussion. These help to guide children to make sense of their physical world and community.

## **SPECIAL EDUCATIONAL NEEDS**

Teachers ensure that all children have access to the history and geography curriculum. Teachers use a balance of differentiated work, adult support and different groupings to enable pupils with Special Educational Needs to learn at an appropriate pace and communicate their knowledge, understanding and opinions.

## **DISABILITY ACCESS**

The school's planning takes into account the needs of individuals in accordance with the school's disability access initiative. We will provide appropriate support to children with a range of disabilities to ensure all children have access to the full range of activities related to this subject. No child will be excluded from a humanities field trip.

## **ASSESSMENT**

Assessment activities should be detailed in teacher's medium term planning and outcomes on pupils' individual assessment records as outlined in the School's Assessment Policy.

## **HEALTH AND SAFETY**

All fieldwork trips must be carefully planned and organised with due consideration to agreed school risk assessment policy. These guidelines must be followed without exception. Where possible, sites should be visited by the teacher before a class trip.

## **ROLES AND RESPONSIBILITIES**

### **The role of the Humanities Leader:**

- to act as consultant by keeping up to date with the latest documents, learning methods and courses available
- to provide advice and support to colleagues
- to oversee and ensure continuity and progression in humanities (across the year groups and key stages) through the monitoring of teachers' planning and sampling of children's work
- to audit, allocate and update resources
- to liaise with the assessment co-ordinator about assessment procedures for humanities
- to ensure that the Humanities Policy and guidelines are regularly reviewed and updated
- to advise on and provide for staff development as required