



Humanities Subject Policy

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This policy document will form the basis for the delivery and development of Humanities at White Ash School. It gives guidance on planning, teaching and assessment.

Intent

At White Ash school we view Humanities as an essential part of the creative curriculum which should inspire in pupils a curiosity about the world and its peoples. Teaching Humanities should encourage pupils to develop their knowledge about different places, people, resources and environments and provide a deeper understanding of the Earth and its physical and human processes. We believe that it is important to create a positive attitude towards all areas of humanities amongst all of our pupils in order to develop self-confidence and a sense of achievement.

Aims

White Ash School aims to:

- To make Humanities interesting, relevant and fun for all pupils and inspire a curiosity and fascination about the world and its people.
- To develop contextual knowledge of the location of culturally and historically significant places and to encourage pupils to understand the physical and human processes.
- To help pupils to understand the key physical and human geographical features of the world.
- To equip pupils with knowledge about diverse places, people, resources and natural and human environments.
- To give pupils an opportunity to develop knowledge and understanding of how people live in different places and at different times in the past and how this differs to how we live.
- To give pupils an opportunity to explore a wide range of evidence, resources and artefacts in order to find out about the immediate local area and the wider world both now and in the past.
- To ensure that all pupils, regardless of disability, race or gender should have equal access to the curriculum.

Implementation

Teaching and Learning

Relevant aspects of the National Curriculum will be taught through the Creative Curriculum, with regards to full breadth, balance and progression in the differentiated lessons planned. The History and Geography Programmes of Study will be modified to give all pupils relevant and appropriately challenging work at each Key Stage. Access can be improved through: -

- The use of materials and resources that pupils can experience and understand through touch, taste, sight, sound and smell.
- Planning and organising activities to experience different countries or periods of time e.g. Multisensory experiences, Drama sessions, creating simulated environments.
- Giving pupils first-hand experiences by exploring artefacts, carrying out field studies, educational visits (local village, seaside, museums etc.)

Planning

At White Ash planning is carried out in three stages:

Long Term Planning

Identifies the main strand and themes to be covered
Offers an overview to the breadth and balance across the curriculum
Ensures continuity and progression

Medium Term Planning

Plans in detail what will be taught each half term and are constantly reviewed in line with pupil assessment.
They will summarise typical activities and show progression in terms of new skills/contexts for practicing existing skills

Short Term Planning

To aid the teacher and learning support staff in carrying out the lesson
To show differentiation within the group
To show links to educational visits etc.

Assessment

Assessment is used to plan future teaching and learning and to contribute to the pupil's record. Continuous assessment by teacher observation is carried out and recorded on Evidence For Learning. Some photographic evidence of pupil's work should be kept as a record.

The role of the Subject Leader

The Humanities Leader is responsible for co-ordinating Humanities throughout the school. This includes:

- Training staff where appropriate. This will be in line with the needs identified in the Development Plan and within the confines of the school budget.
- Assessment of Humanities throughout the school required for the teaching of History and Geography. This will be within the confines of the school budget.
- To monitor the policy in operation
- To be responsible of all those staff involved in the teaching of Humanities.
- To regularly scrutinise pupil work.
- To analyse subject specific progress data in conjunction with assessment co-ordinator and suggest interventions if appropriate.
- To maintain a co-ordinator file with examples of moderated work across the ability range.
- To develop the Policy and programme of study in consultation with the headteacher/staff/governors and recommend INSET as appropriate.
- To review and revise subject action plans on an annual basis to contribute to the school development plan.
- To attend courses where relevant and keeping abreast of changes, which may affect the subject.

The role of the Class Teacher

- To develop geographical and historical skills and awareness in all pupils.
- To develop and update skills, knowledge and understanding of fieldwork, maps, contrasting countries and local history/geography.
- To provide cross-curricular links including educational visits, outdoor learning opportunities
- To identify inset needs within Humanities and take advantage of training opportunities.
- To keep appropriate, on-going records and evidence of pupil work.
- To plan effectively for Humanities, in accordance with our Creative Curriculum topics and through liaising with the relevant subject leader.
- To inform parents of pupils' progress, achievements and attainment.

Cross-curricular references

Humanities can also be made more accessible through:

- The use of ICT, digital cameras, videos, artefacts, stories, images etc...
- The use of objects of reference to experience places and their features
- Support from adults and other pupils where appropriate.
- The use of the School's Museum Loan Service
- Outdoor Learning, including educational visits, field trips and Learning Outside the Classroom sessions can all be used to enhance the teaching of Humanities in school. These

sessions ensure that all pupils can experience the wider world outside of the four walls of their classroom environment.

Resources

All History and Geography resources are clearly labelled and stored in the in resources area close to Wren Class or in the cupboard in the staff room.

Impact

In Humanities we follow our whole school policy for school self-evaluation. This includes a range of strategies to ensure that standards in Humanities are high and which are clearly identified in the Annual School Improvement Plans, including:

- Moderation/Levelling of assessed work/retention of samples in a subject portfolio.
- Specific AT focus agreed with staff on an annual basis/ all AT aspects are included over time.
- Monitoring of phases throughout school.
- Monitoring and evaluation of schemes of work.
- Lesson observation.