



Fir Tree Junior School
Humanities (History and Geography) Policy

The Humanities encourage, promote and develop a child's sense of time; an awareness of change, within and beyond their own worlds; appreciate the world they live in, climates, physical features, people and their culture. Essentially, they need to know that what happens in the world has an impact on their own lives and vice versa.

1. Our aims of learning within the Humanities are:

- 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 develop an understanding of 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.
- To enrich and support other areas of the curriculum.

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 will inspire pupils' curiosity to know more about the past. Teaching will 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.

2. The aims specific to history are for children to:

- Promote curiosity about the past in Britain, Europe and the wider world.
- Consider how the past influences the present, what past societies were like and the politics involved.
- Consider how beliefs and cultures influenced people's actions.
- Develop their knowledge of significant events and people.
- Introduce pupils to historical enquiry through studying evidence, asking questions and problem-solving.

A high-quality geography education will 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 will 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 will 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.

3. The aims specific to geography are for children to:

- Explore, ask and answer questions about the natural and human worlds.
- Make sense of their own surroundings through learning about their own locality and the interaction between people and environment.
- Develop an appreciation of ethnic, cultural and economic diversity.
- Inspire them to think about their own place in the world and their rights and responsibilities to other people and the environment.
- Develop an understanding of maps and a range of investigative and problem solving skills.
- Develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- Develop positive attitudes and a sense of responsibility towards the environment.
- Understand the human impact on the natural world and to begin to think about what they can do to improve the environment.

4. Differentiation

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities that consider individual learning needs. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

5. Evaluation and Assessment

The assessment of Humanities is an integral part of teaching; it allows teachers to identify what has been learnt and to monitor children's progress. Assessment will also indicate and identify ways of overcoming particular learning difficulties and misconceptions. Children's work in Humanities is assessed in the following ways:

- Children's work will be collated in class project books.
- A tracking system whereby children's progress is monitored compared to the expectations of that particular year group. Reference to the learning objectives
- Progress is reported to parents annually.

6. Monitoring and Evaluation

The coordination and planning of the Humanities curriculum is the responsibility of the subject leader, who:

- Supports colleagues in their teaching, by keeping informed about current developments in the Humanities and provides a strategic lead and direction for this subject
- Informs the Head teacher of the strengths and weaknesses in Humanities and areas for further improvement are indicated
- An action plan will be submitted at the start of each school year to identify the areas for development and strengths that will continue to benefit the school as a whole

- Interviews with children and opportunities for observation of History/ Geography lessons to occur at different points across the year to evaluate the effectiveness of teaching within the school.

7. Cross Curricular Links

History and geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. At different points through the year each class will focus on two History and one Geography based projects.

Children will further develop their literacy skills through discussing historical and geographical questions or presenting their findings to the rest of the class. They will develop their writing ability through a range of text types, such as: composing reports; writing recounts in role; letters and explanations of processes originating from different time periods.

8. Roles and Responsibilities

Humanities Subject Leader

The subject leader is responsible for providing professional leadership and management of the humanities. Standards are monitored to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This includes observation of lessons and scrutiny of the pupils' work, which is collected, analysed, evaluated and actions agreed for further development where relevant.

Class Teachers

It is the responsibility of each class teacher to ensure that their class is taught the required curriculum in the humanities as set out in the national curriculum programme of study.

All staff

It is the responsibility of all staff to make themselves aware of the teaching of humanities either through the range of projects including being aware of copyright and data protection issues.

Governors

Governors monitor and evaluate the development of the humanities to promote high quality teaching and learning in the school. This is in line with their responsibility to ensure the curriculum is meeting the requirements as set out in the national curriculum programmes of study.

Professional development

- Liaising with other Subject Leaders within the partnership to share methods of good practice.
- Providing professional leadership and management for humanities. This includes feedback from any courses attended.
- Organising whole school events to promote and enrich the Humanities curriculum eg visits to the library; arranging for visitors and experts in the field of humanities
- Managing and maintaining the resources for the humanities by ensuring that they meet the needs of the curriculum; are available for use and are in working order