

Slindon Church of England Primary School



Humanities Policy

Approved by:	Headteacher (Laura Webb) and Governing Body
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Vision

At Slindon CofE Primary school we serve our local community and enable our school family to flourish. We recognise that everyone is *Unique* and want to ensure they are able to *Learn and Develop* in a high quality learning environment. We enrich the spirit in an *Enabling Environment*, in which *Positive relationships* foster creativity and curiosity. In hope we encourage our community to shine brightly and be courageous advocates of our world, shaping their futures for the better.

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; against such things there is no law.

Galatians 5: 22-23

Let Your Light Shine ~ Matthew 5:16

Humanities at Slindon Church of England Primary School

Within the National Curriculum, history and geography, provide a means of exploring, appreciating and understanding the world in which we live and how it has evolved. At Slindon C of E Primary School we take every opportunity to develop our geographical and historical skills and understanding within and outside the classroom, use our wonderful grounds and searching further afield. We strongly believe in the power of quality texts to enhance learning and we aim to teach all our topics through or linked to such texts.

Geography explores the relationship between the Earth and its people. Geography stimulates curiosity and imagination and we aim to build children's geographical awareness by developing key skills, understanding and knowledge of the world. The teaching of history enables children to develop an awareness of the past, through their learning about people, events and changes. We aim to ensure they develop a chronologically secure knowledge and understanding of local, British and world history. Historical study is a process of enquiry; using the evidence available to them, children can draw conclusions about what life was like in the past and gain a better understanding of the world today.

As a **Rights Respecting School** we uphold the articles from the United Nations Convention on the Rights of the Child. This article underpins our humanities policy:

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Intent

It is our aim at Slindon C of E Primary School to:

- Develop children's experiences and understanding of geography and history within an **enabling environment**, inspiring and igniting their curiosity about the wider world.
- Create experiences, including those linked to the local community, to enhance children's knowledge about significant events in British and world History and our geographical locality.
- Increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive multi-cultural country.
- Inspire, engage and motivate our children to create a passion for learning whilst they **learn and develop** in their own way and at their own pace, succeeding and allowing them to flourish.
- Meet the needs of all learners through our curriculum, celebrating the **unique child** and challenging them to write for a range of audiences and purposes.
- Build on a foundation of **positive relationships**, encouraging our children to share their learning with their peers, their families, the school and the wider community and to learn from others.
- Adapt the curriculum by emphasising deep knowledge and through individual support where necessary.

Implementation

At Slindon C of E Primary School we deliver humanities as an integral part of our topic-based learning through the use of knowledge organisers. Due to our mixed age classes, each area of the curriculum is mapped over a two-year cycle with skills and knowledge being built upon in order to consolidate and extend pupil's understanding. Integral to our teaching of history is the exploration of themes which link across our history topics and are built upon year on year. These provide children with opportunities to revisit and retrieve prior learning and to extend their understanding of historical concepts. Within the boundaries of the National Curriculum, historical events and people and geographical locations have been chosen to represent the diverse world in which we live.

Humanities in the Early Years

The skills and content outlined in the curriculum guidance for the Foundation stage (Early Learning Goals) has been integrated into the school's Early Years framework. This focuses on making sense of the children's own environment, and to understand the passing of time in their own lives.

Assessment

By using our knowledge organisers, we assess the knowledge the children acquire lesson by lesson, through formative assessment. Children are assessed against a skills progression in both geography and history in a number of ways. Teachers will make informal judgements

as they observe children during lessons. They will also use formative strategies such as marking and feedback of work and verbal discussions with pupils. Children will also be assessed away from the point of teaching through retrieval practice activities. Teachers will assess whether children are working below, above or at the expected level for the child's year group. Pupils are encouraged to make judgements about how they can improve their own work.

Inclusion

We recognise that in all classes, children have a wide range of ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- providing resources of different complexity, depending on the ability of the child.

Role of the Subject Leader

The coordination of the humanities curriculum is the responsibility of the subject leader, who also:

- keeps colleagues and school governors informed about developments in humanities and provides a strategic lead and direction for the subject;
- has a clear view of which children are on track to meet end of year expectations;
- discusses progress with the Head Teacher and evaluates strengths and weaknesses in humanities;
- reviews assessments of children's work;
- takes account of pupil voice in monitoring the teaching of humanities.

Links to other Policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and Information Report
- Equality information and objectives
- Teaching and Learning Policy