



## Marlow CE Infant School Humanities Policy 2017

### Rationale

Marlow C of E Infant School is a Christian family enriching lives, encouraging growth and creating possibilities. We aim to provide an environment where these Christian values are built into the ethos of the school, where a sense of justice and mutual respect prevail and where all pupils feel safe, secure and happy. As a school we believe in the rights of children and in the importance of the UN Convention of the Rights of the Child and this is reflected in this policy by Article 28 *All children have the right to a primary education.*

Through this policy we aim to ensure consistency in the teaching and learning of humanities throughout the school and to allow each child to have an equal opportunity to access high quality provision of humanities learning.

Humanities can be described as the study of how people process and document the human experience. At Marlow CE Infant school, pupils learn about humanities at an age appropriate level through the study of History and Geography.

### Aims

#### History

To provide children with the opportunity:

- to become aware of the past and to begin to consider ways in which it differed from, and has influenced the present.
- to understand methods that we use to find out about the past.
- to develop an interest in aspects of life, beyond their living memory.
- to begin to understand that history can be represented in different ways.
- to understand the methods of historical enquiry and develop skills in using evidence to form an argument or interpretation.
- to become aware of the connections between local, regional, national and international history.
- to understand the history of the British Isles up to the present day and how Britain has been influenced by the wider world.

#### Geography

To provide children with the opportunity:

- to develop an interest in the world around them.
- to begin to identify and describe places and features.
- to make observations and comparisons and communicate their findings using geographical language.
- to express their views and ask questions.
- to use maps and plans to locate places and features.
- to begin to recognise how the environment is changing through both human and natural causes and how it may be improved and sustained.

### Statutory Requirements

Statutory requirements for the teaching and learning of art & design are laid out in the National Curriculum (2014)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239035/PRIMARY\\_national\\_curriculum\\_-\\_History.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239035/PRIMARY\\_national\\_curriculum\\_-\\_Geography.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_Geography.pdf)

The *statutory framework for the Early Years Foundation Stage (2017)*

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

and in the *Development Matters in the Early Years Foundation Stage guidance document (2012)*

<https://www.gov.uk/CHttpHandler.ashx?id=104249&p=0>

## **EYFS**

The Early Years curriculum is founded on the principles and practice laid out in the Development Matters document. The requirements for Humanities are in People and communities and The World areas of the Understanding the World section of Development Matters.

*'Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.'* EYFS Framework 2017

## **KS1**

Statutory requirements for the teaching and learning of History and Geography are laid out in the National Curriculum Document (2014) for KS1. History and Geography are foundation subjects in the National Curriculum which states that:

*"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."*

*"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."*

### History

During KS1 pupils are 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.

### Geography

During KS1 Pupils will be taught:

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

## **Organisation of teaching and learning**

Humanities are taught throughout the school in line with the relevant curriculum (EYFS/National Curriculum). Cross curricular links with Humanities are developed wherever possible. Pupils are therefore given opportunities to communicate and discuss ideas and apply their skills in a variety of contexts and subjects.

**KS1:** Humanities is taught through a mixture of whole-class teaching and individual or group activities. Lessons are planned to link with class topics as part of a creative curriculum and to ensure a deeper understanding of areas of learning. Within lessons pupils are given the opportunity both to work on their own and to collaborate with others, listening to other pupil's ideas and treating these with respect. They have the opportunity to use a wide range of materials and resources, including ICT where appropriate.

**EYFS:** The development of learning of Humanities is encouraged by allowing Reception pupils to take risks and making connections through play and adult focussed sessions, using a range of resources. These activities, both indoors and outdoors, attract the pupils' interest and curiosity. The development of the pupil's creativity and skills are related to the objectives set out in the early learning goal for Understanding the World. This learning forms the foundations for later work in Humanities  
Learning in Understanding the World occurs through planned, purposeful play and through a mix of adult-led and child-initiated activity.

## **Differentiation**

Differentiation is planned for so that pupil interest is maintained, their individual needs are met and to ensure that all pupils are challenged and achieve success.

## **Special Educational Needs**

Careful attention is given to meeting the needs of SEN pupils at the planning stage. This can be assisted if the following is taken into account:

- The importance of relating the activities to the pupils own experiences
- Emphasis on learning through visual, aural and tactile and expressions of that through non-verbal and creative media.
- The use of practical activities and learning through first hand experiences
- Opportunities for response and reflection and the use of self-evaluation and assessment
- Extension activities to enable those with developed skills
- All pupils are given credit for their own personal achievement.

## **Planning**

Each year group will base their planning around their current topics in line with the relevant curriculum skills and the local environment. We plan for progression and continuity in Humanities by carrying out the curriculum planning in three phrases:

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Progression, coverage and continuity in humanities is planned for by:

- following the objectives outlined in the National Curriculum 2014 in Key stage 1;
- following the objectives outlined in the Development Matters 2012 in EYFS;
- producing long term plans, which group the objectives for each year group into topic areas;
- producing medium term plans, which show opportunities for cross-curricular work and identify teaching activities where the children can show evidence of mastery of the curriculum;
- producing short term plans which detail progression across the art & design topic being studied. Differentiated, learning tasks, the deployment of extra adult support and the focus for the plenary are also identified;
- the learning objectives, outcomes and success criteria for each lesson are clearly identified on planning and are shared with the children as part of the 'learning culture' created within our school;
- regular monitoring/reviewing/revising of weekly and medium term plans takes place, led by senior staff and the humanities subject lead.

## **Resources**

The resources for Humanities are kept in the staff room, in the far corner within large, plastic boxes. Each box is labelled and includes a range of items including books and a variety of objects. There are assortments of books available in the KS1 Library. The resources for humanities are managed by the co-ordinator who puts in the main order towards the end of each academic year.

## **Use of IT**

We believe that ICT enhances the teaching of Humanities, wherever appropriate, both in the Early Years Foundation Stage and KS1. We ensure that pupils can use software where appropriate to enhance their skills in searching for information to complete pieces of work. This may include: desktop software e.g. to look at maps and consider images of the past. Pupils look at the internet to collect information e.g. find out dates.

## **Assessment**

Assessment is an integral part of the planning process.

- Evidence for assessment is gathered through planned opportunities for observation, peer and self-assessment and teacher-led activities.
- Teachers use the Learning Ladders platform to record assessments against the objectives from the National Curriculum/Development Matters.
- When planning, the gap analysis from the Learning Ladders is used to identify gaps in the children's knowledge.
- Pupils are encouraged to reflect upon their chosen processes and materials and how effective they were and what could they do next time to improve or achieve different results.

Further detail is contained in the school's Assessment Policy.

## **Record Keeping and tracking**

Children's work is completed in their Topic books. If necessary, photographs are also taken for evidence and added to pupils' folders/books. Teachers keep their own records of pupil's progress on Learning Ladders. The subject leader keeps sample evidence of the pupils work in a portfolio. This demonstrates the expected level of achievement in Humanities in each year of the school.

## **Health and Safety**

If pupils are involved in the use of specialist objects, the teacher in charge will make suitable provision to ensure the safety of all pupils.

## **Equal Opportunities**

Please refer to the school's Equalities policy.

## **Staff development and training**

Staff development and training is provided in the following ways:

- school based INSET
- liaison with appropriate county and national services;
- working alongside other teachers or visiting other classrooms as an observer to share good practise.

## **The Role of the Humanities subject leader**

The role of the subject leader is to:

- Distribute resources appropriately and monitor their use across the school.
- Offer advice on teaching methods and the use of resources to all members of the teaching staff including incorporating ICT where appropriate.
- Inform the staff of any new resources, if appropriate, or ideas in implementing the Humanities Curriculum.
- Update the policy when necessary.
- Co-ordinate the portfolio of examples of work.
- Research and Organise a list of locally available Historians or Geographers for teachers to source.
- Coordinate whole school History or Geography events and research suitability for local/national events.
- Manage the Humanities budget and order materials and equipment to enrich the school's provision for the subjects.
- Monitor and offer advice where necessary to develop displays in classrooms and around the school.

## **The Role of Governors**

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promotes good quality teaching.

### **Monitoring and evaluation of Humanities policy**

The effectiveness of the policy will be monitored during the year through:

- Monitoring of teaching and learning by the Humanities subject leader and the SLT
- Visits from the inspectorate or advisory team
- Consultation with staff
- Sampling of pupils work
- Humanities governor to monitor through discussions with subject leader

### **The following criteria can be used as a measure of success:**

- Have the learning targets been achieved?
- Have standards improved?
- Is there whole-school consistency?
- Has any part of the policy been difficult/ impossible to achieve?

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