



Humanities Policy

Arnold Mill Primary School

Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

Geography:

Geography provokes and answers questions about the natural and human worlds. It is a focus within the curriculum for developing cultural awareness, understanding and resolving issues about the environment and recognising the importance of sustainable development. It can inspire children to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

At Arnold Mill we aim to:

- Develop a broad geographical and cultural awareness in children of globally significant places.
- Provide opportunities for children to undertake geographical enquiry and skills by investigating and expressing their own views about people, places and environments, both in and outside the classroom.
- Enable children to communicate their view points in a variety of ways using appropriate vocabulary.
- Encourage children to collect and analyse evidence and draw conclusions.
- Explore a range of sources of information.
- Foster enjoyment, satisfaction and curiosity for finding out about places, patterns and processes.

Geography Curriculum

We offer the children a broad and balanced curriculum which builds on their knowledge, skills and understanding of geography each year. Through the use of visitors and visits, drama and role-play, children will leave Arnold Mill with the knowledge of places and environments throughout the world and will develop and understanding of how people affect the environment. They will also build on a range of investigative and problem solving skills both inside and outside the classroom.

During their early years the children will encounter a curriculum rich in opportunities to practise and develop skills, following the guidance in the Early Years Foundation Stage document. Through their play they will be encouraged to investigate and become familiar with their surroundings and will find out about past and present events in their own life, and those of family members. Stories will play an important role in developing cultural awareness and will be used as a starting point to talk and find out about people from around the world. The organisation of the Foundation Unit includes role play, reading and writing areas to enable children to develop these skills independently, as well as with an adult.

The emphasis on play and learning in a practical way will feed into Key Stage 1 as children begin to work at National Curriculum levels. Year 1 and 2 children will focus on 4 areas: Locational knowledge, Place knowledge, Human and Physical geography and Geographical skills and fieldwork. They will investigate their local area and a contrasting area in a non-European country. They will name, locate and identify characteristics of the four countries and capital cities of the UK. They will be taught to name and locate the world's seven continents and five oceans. In doing this they will ask geographical questions about people, places and the environment and learn simple mapping skills. This will be achieved through topic work with strong cross curricular links. Speaking and listening skills will be utilised and improved as the children begin to develop a broader cultural awareness and an understanding of the view-points of others.

In Key Stage 2, Geography will be taught through 4 areas: Locational knowledge, Place knowledge, Human and Physical geography and Geographical skills and fieldwork. Each year group will focus on one geographical topic during the year. These will often link with their learning in other curriculum areas. Each topic will develop geographical skills and enquiry through active learning. Children will learn the necessary skills to investigate a variety of people, places and environments at different scales and will begin to make links between different people and places in the world. Children will begin to recognise and explain patterns made by individual physical and human features in the environment and explain how these can cause changes. They will also learn to name and locate countries and cities of the UK; the world's countries especially Europe and North and South America.

Sustainable development is a strand that continues through each year group. By the end of key stage 2, children will have the opportunity to recognise how people can improve the environment and will discuss how and why people seek to manage environments sustainably.

In all classes there are children of differing abilities. We plan to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child and by using adult support efficiently.

History:

History fires children's curiosity about the past in Britain and the wider world and helps them to understand the diversity of human experience. It provides them with the ability to empathise with others, argue a point of view and reach their own conclusions - essential skills that are prized in adult life.

At Arnold Mill we aim to:

- Develop a broad historical and cultural awareness in children.
- Provide opportunities for children to develop a chronological framework by investigating the past and how it influences the present.
- Encourage children to interrogate evidence and form their own opinions.
- Enable children to communicate their view points in a variety of ways using appropriate vocabulary.
- Explore a range of sources of information.
- Foster enjoyment, empathy and curiosity for finding out about the past.

History Curriculum

We offer the children a broad and balanced curriculum which builds on their knowledge, skills and understanding of history each year. Through the use of visitors & visits, drama and historical evidence,

children will leave Arnold Mill with understanding of how beliefs and cultures affect people's actions. They will also have a chronological framework for their knowledge of significant events and people.

During their early years the children will encounter a curriculum rich in opportunities to role play and develop speaking and listening skills, following the guidance in the Early Years Foundation Stage document. Through their play they will be encouraged to act out stories about the past and talk or write about what happened. The organisation of the Foundation Unit includes role play, reading and writing areas to enable children to develop these skills independently, as well as with an adult.

The emphasis on play and learning in a practical way will feed into Key Stage 1 as children begin to work at National Curriculum levels. Year 1 and 2 children will focus on important events in history and significant people each year. This will be achieved through topic work with strong cross curricular links. It will also focus on the use of drama to help children recognise why people did things and why events happened. Speaking and listening skills will be utilised and improved as the children begin to develop a broader cultural awareness and an understanding of the viewpoints of others.

In Key Stage 2 each year group will focus on one or two historical topics during the year. These will often link with their learning in other curriculum areas. Each topic will develop chronological understanding and historical interpretation through active learning. Children will learn the necessary skills to investigate a significant person, event or period in time, make links and then organise this information to form their own opinions. They will be encouraged to argue their viewpoint and listen to that of others, remembering that the past is represented and interpreted in different ways, depending on cultural and social influences.

In all classes there are children of differing abilities. We plan to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child and by using adult support efficiently.

Roles and Responsibilities

The governing board will ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- It participates actively in decision-making about the breadth and balance of the curriculum

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

All staff in school will ensure that the school curriculum is implemented in accordance with this policy.

- Humanities Curriculum Leads: Mrs French and Mrs Leonard

Cross Curricular Links

History and Geography topics provide many opportunities for cross-curricular links with other areas of the curriculum. Both subjects have strong links with English, Computing, Science and Maths. There are various opportunities to use the internet for research and the computers can be used for writing and presentation purposes.

There are many ways to link History and Geography with Literacy, such as writing letters/diary entries/weather reports, newspaper articles and fact files about significant people etc.

Links with Numeracy can be achieved through work on ordering timelines/handling data etc. The curriculum themes allow for unlimited opportunities for links between the humanities and other subjects.

Planning

At Arnold Mill, Geography is a foundation subject that is woven into our topic wherever possible. Our planning highlights the skills the children need to acquire each year.

- Long term plans map out the units to be covered each term during each key stage.
- Medium term plans identify learning objectives and outcomes for each unit. They also indicate the skills we intend to teach and links to other curriculum areas are made clear.
- Short term lesson plans are prepared by each teacher. They highlight the skills and objectives and show how we intend to differentiate and assess.

Each key stage will plan as a team to ensure they are covering the objectives in that particular key stage. Regular whole school staff meetings will ensure that topics and objectives and skills are not repeated but built upon and extended through each year group.

Breadth and Balance

A variety of skills and concepts are taught in each topic area.

- Through Key Stage One, the children are taught to think about the world around them from different perspectives of significant people from the past such as Florence Nightingale, Queen Victoria, Samuel Pepys.
- Over the key stages, History is taught from a variety of perspectives: political, social, economic, religious, cultural and aesthetic. Content is selected, ensuring the children get a balance of knowledge and understanding of their own and other societies, religions, cultures and countries at KS2.

Monitoring

Teachers assess children against clear learning objectives and success criteria. Children are encouraged to self and peer-assess throughout each topic and their topic books are a tool for this. For more information on the strategies used to assess Geography please refer to the Whole School Assessment Policy.

The subject leader is responsible for monitoring attainment and progress the outcomes of which are collated in the subject leadership folder and fed back to staff at an appropriate time. Teaching and learning will be monitored at a time indicated in the School Development Plan.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.