

Be Happy and Shine

# Humanities

## Policy

### Humanities Rationale

All pupils at Percy Main Primary are entitled to receive a broad experience in the Humanities. Geography and History feature significantly in the topics taught throughout our school. A high-quality history education will ensure our will gain a knowledge and understanding of the past, with relation to themselves, their families, their communities and the wider world. A high-quality geography education can inspire our pupils' curiosity and fascination about the world. Pupils will be given opportunities, in the school's creative curriculum, to learn the skills needed to study places, people and processes in relation to themselves, their own locality and the wider world.

### Intent

We aim to enable our children to:

- To fulfil the requirements of the National Curriculum in Geography and History.
- To develop an understanding and interpretation of local, national and global history.
- To develop a sense of time and understanding of History in its chronological setting and to help pupils to develop geographical knowledge and understanding.
- To develop practical skills of first and second hand investigations and research and introduce pupils to the process of geographical enquiry.
- To develop an interest and enthusiasm for the study of the past.
- To make links between Maths and English and support cross-curricular links.
- To enable pupils to recognise that Geography is the study of people and places and the interaction between them and develop an awareness that the past has lessons for the present and future.
- To build and use a wide range of geographical vocabulary and relate this to English Language as a whole.

- To integrate fieldwork / trips as an important part of the enquiry process.
- To help pupils deal, openly and sensitively, with issues of environmental change and sustainable development.
- To use a variety of resources, including ICT to develop teaching and learning The National Curriculum Themes and Breadth of Study.

## **Implementation**

The National Curriculum requirements and content are the starting point for teaching History and Geography in Percy Main Primary School. Objectives are obtained from the Focus On Assessment document from Focus Education.

- Both History and Geography are planned and arranged in topic blocks by the subject leader, in collaboration with the class teacher, to ensure a topic-based and cross curricular approach. This is to enable the achievement of a greater depth of knowledge and a clear progression of knowledge and skills.
- Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess pupils regularly to identify those children with gaps in learning, so that all pupils keep up. There is an expectation that Humanities work is completed to the same high standard as other curricular areas.
- Staff build upon the knowledge and skill development of the previous years.
- First hand experiences should be at the heart of work in Humanities. These experiences can be varied and might include working outside the classroom, visits to sites of geographical and historical interest and using and handling objects, photographs and other sources of evidence and information.

## **Assessment and Recording**

Children's progress is continually monitored and is used to inform future teaching and learning. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study as set out in the National Curriculum. Humanities are assessed at the end of each unit of work or as each objective is taught as appropriate. A knowledge harvest is completed at the beginning of each unit and revisited at the end of the topic. Data is recorded termly on O'Track.

In EYFS, we assess the children's Understanding of the World. This 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.

## **Impact**

Evidence of impact on the children include:

- Children learn through fun, engaging, high-quality History and Geography education.
- Children engage with the local environment; children learn through a variety of experiences, including first hand experiences, of the world around them.
- Children enjoy History and Geography and they can make links between their lessons and both their immediate environment and the wider world.
- Teachers have a high expectations of the children and the work they produce in History and Geography.
- Teachers are confident in their teaching and assessment of Humanities.
- Children are prepared for life beyond primary school and equipped with the skills and knowledge to further their Humanities journey.

