



# SLADEFIELD INFANT SCHOOL

## Humanities Policy

|                                    | Meeting | Date     | Minute No. |
|------------------------------------|---------|----------|------------|
| Reviewed and Approved by Governors | FGB     | 27.03.18 | 15         |
| Reviewed and Approved by Governors | FGB     | 23.03.20 | 12         |
| Reviewed and Approved by Governors |         |          |            |
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## Humanities Policy

### March 2020

Sladefield Infants School is a Rights Respecting School and, as such, strongly believes in and promotes the United Nations Convention on the Rights of the Child. This policy exemplifies these rights and our practise aims to ensure that the following rights are adhered to.

Article 3 - The best interest of the child must be a top priority in all decisions and actions that affect children.

Article 13 - Every child must be free to express their thoughts and opinions and to access all kinds of information as long as it's within the law.

Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in school must respect children's dignity and their rights.

Article 29 - 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.

### The Importance of Humanities

Humanities at Sladefield Infants School encompass both geographical and historical themes. We aim to deliver a History and Geography curriculum that fires children's curiosity and imagination about who we are, where we have come from, where we live and where we might be going next.

A high-quality History education should help children gain coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire children's 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.

### Aspects of Learning

History and Geography will be delivered as part of the Curriculum through 5 aspects of learning;

- 1) **Essential knowledge** - what we want our children to know and understand
- 2) **Key Skills** - the important skills and processes our children need to develop to prepare them for future learning
- 3) **Cross curricular Studies** - opportunities which enrich and enhance our children's learning and make connections across the curriculum
- 4) **Breadth of learning** - The range and context for learning which enable our children to acquire essential knowledge and key skills
- 5) **Curriculum progression** - what our children should be taught at the early and middle primary stages.

### Purpose of Study- History

- to arouse children's curiosity and interest about the past
- to help children develop a sense of identity through learning about the development of Britain and other parts of the world and how these events may have influenced one another
- to help them understand the present in light of the past
- to help them understand how the past was different from the present and that other people of other times and places may have had different values and attitudes to our own
- to help give children an understanding of their cultural roots and their shared inheritances
- to contribute to children's knowledge and understanding of other countries and cultures
- to introduce children to the skills of history - how to understand and interpret the past, using a wide variety of sources
- to enrich other areas of the curriculum - history is a subject of immense breadth which can inform, and draw upon other curriculum areas
- to help children improve their communication skills by using a variety of media
- to help children prepare for adult life - history contributes to their personal and social education by developing a respect for evidence and tolerance of the views and opinions of others

### **Purpose of Study- Geography**

- To enable children to gain knowledge and understanding of the world, the United Kingdom and their locality.
- To develop children's locational knowledge of 7 continents and 5 oceans, as well as countries and capital cities of the UK.
- To enable children to identify similarities and differences between an area in the UK with a non-European country.
- To develop children's geographical vocabulary when referring to human and physical features of a locality, as well as using compass directions and locational and directional language when describing features and routes on a map.
- To enable children to use globes, maps and atlases in order to locate countries, continents and oceans and for children to be able to create their own maps and plans.
- To develop children's understanding of the seasons and weather patterns and to identify hot and cold places in the world.
- To enable children to study the geography of our school and its grounds.
- To develop geographical skills such as observational skills, fieldwork and map skills.

### **Aims**

We believe the learning area of Historical, Geographical and Social Understanding contributes to the achievement of the aims of the curriculum for all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

(QCA 2009)

We aim to present the National Curriculum for History and Geography to the children in a meaningful and stimulating way to ensure every child gains the knowledge, skills and understanding required in these subjects to their optimum level.

Although History and Geography will be developed within a much broader area of learning, the subjects will still have their own specific aims.

| History Aims   | Geography Aims  |
|--|---|
| <ul style="list-style-type: none"> <li>▪ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>▪ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>▪ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>▪ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>▪ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>▪ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul> | <ul style="list-style-type: none"> <li>▪ develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>▪ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>▪ are competent in the geographical skills needed to: <ul style="list-style-type: none"> <li>○ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>○ interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs</li> <li>○ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul> </li> </ul> |

### **Key Stage 1 History specific aims**

Children will be taught:

- 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.

## **Key Stage 1 Geography specific aims**

Children will be taught to:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- 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
- 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
- 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
- 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
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## **Planning and Guidelines**

- In Key Stage One, Humanities will be taught through our developing creative curriculum, ensuring that key learning is developed over time, and progression can be seen, linking with the overarching theme for that Half Term.
- EYFS practitioners will ensure that all children are given the opportunity to achieve the Early Learning Goal for Understanding of the World through their planning linked to Topic work.
- Trips and visits will be arranged to link with units of work and topics when appropriate.
- Local fieldwork will be undertaken when possible.
- Specialists and relevant visitors will be encouraged to visit the school to work with the children and share their expertise.
- To develop research skills, a cross-curricular approach is applied to lessons, where children are encouraged to use digital devices to further their knowledge and understanding. Children use Google Maps, Kiddle, and other age related programmes and apps. They are taught how to stay safe whilst using these programmes and apps.

## **Equal Opportunities and Inclusion**

Sladefield Infant School provides equal entitlement for all children irrespective of ethnicity, gender, social background and specific need, linked to the protected characteristics. As part of this commitment, the History and Geography curriculum aims to deliver effective learning opportunities for every pupil to achieve high standards of success in their learning.

The statutory inclusion statement sets out 3 principles which we are following:

- A) Setting suitable learning challenges by differentiating teaching content to match ability levels

- B) Responding to pupils' diverse learning needs by being aware of race, gender and disability issues, and taking specific action to respond to diversity
- C) Overcoming potential barriers to learning and assessment for individuals and groups of pupils by supporting children with special educational needs, pupils with disabilities and for those whom English is an additional language.

These are linked to the following articles:

Article 23 – A child with a disability has the right to live a full and decent life with dignity and as far as possible independence and play an active

Article 28 – Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in school must respect children's dignity and their rights.

(see Equal Opportunities- Race Equality, EAL and Special Needs policies)

### **Differentiation**

There are four main strategies for differentiation:

- 1) By task - different tasks given to different groups or individuals; stepped tasks; main task with modifications or extension
- 2) By outcome - same task to all children, but one that allows a variety of responses at different levels
- 3) By support - teacher or teaching assistant support; specialist learning support; other children as partner; use of technology
- 4) By resources - variety of resources available (objects and artefacts, pictorial and written evidence)

### **Assessment**

Assessment is ongoing and part of every lesson. We assess the children's work in History and Geography by making informal judgements as we observe the children during lessons. Once the children complete a task, we mark and comment if necessary.

Assessment will be carried out half termly based on statements from the Curriculum Programme of Study, deciding whether each child is accessing the identified learning appropriately, or is operating at a 'Working Towards' level, or at a 'Greater Depth' level.

Teacher may evidence work through:

- producing work in individual Topic books
- producing work in individual Writing books
- showing evidence of cross-curricular opportunities in Maths books

A summary judgement of the work and learning of each pupil is provided for parents/carers in the annual report. This information is also passed onto the next teacher at the end of the year.

We encourage our children to self-evaluate their own work using self-assessment colour codes. These evaluations are discussed and addressed verbally with the pupil by their teacher.

### **Resources**

We have a variety of resources for History and geography at Sladefield Infant School. Some are classroom based (e.g big books, globes, atlases, wall maps and time lines). Other resources, which include books, historical artefacts, clothing and teaching resource files, are housed in the Resources Room. Teachers are able to access these when needed; if they wish for further resources, they can contact the Humanities Lead.

### **Monitoring**

The Humanities Lead is responsible for using the budget to buy any resources necessary for each year group to fulfil the required teaching and learning of History and Geography.

They are also responsible for supporting colleagues in the teaching of history and Geography; for being informed about current developments in the subjects; for providing a strategic lead and direction for the subjects in school. Monitoring will be based on evidence from in Topic books, Writing Books, Maths Books, and will be completed at least twice each year. The Humanities Lead will assist year groups to ensure coverage of the curriculum occurs.

### **Further Opportunities**

Where possible, The Humanities Lead will plan enrichment weeks to support learning, for example, International Week and Black History Week. This will be planned in accordance with the curriculum and an outline will be provided.

R Meadows (Head Teacher)  
March 2020

Review date: March 2022