



CURRICULUM POLICIES | Lawdale Junior School

Humanities Policy

Lawdale Junior School

April 2024



Humanities Policy

We are a Rights Respecting School, and this policy supports the following articles from the UN Convention on the Rights of a Child

Article 13: (Freedom of expression): Every child has the right to share information in any way they choose, including by talking, drawing or writing as long as it does not harm others.

Article 28: (Right to education): Every child has the right to a primary education, which should be free. They should be encouraged to reach the highest level of education of which they are capable.

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.

Article 31: (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

1. Introduction

1.1. This policy explains our approach to the teaching of history and geography and their contribution to the curriculum at Lawdale Junior School.

1.2. It satisfies the requirements of the National Curriculum. It was developed through discussion with teaching staff and governors.

1.3. Its purpose is to:

- Assist members of staff in their planning and delivery of history and geography.
- Provide a reference for parents, governors, visitors to the school, Local Authority representatives and Ofsted Inspectors.
- Enable the SLT and Governing body to identify priorities related to the development of history and geography in the school.

1.4. It is our philosophy that the study of history and geography plays a vital part in the development of children's knowledge and understanding of the development of human societies around them, both in their immediate community and the UK, but also the wider world. It involves the introduction of methods and skills required to use evidence to find out about the past and helps children to develop their ability to ask and answer questions, helping them to grow as critical thinkers. It also includes understanding of the impact of human activity and physical processes on their surroundings.

2. What we want to achieve

2.1. We aim to:

- stimulate the children's interest, curiosity, and understanding of how people live today and in the past;
- develop an awareness of life in different cultures today and in the past;
- develop a sense of chronology and appreciate the importance of change;
- understand how the society in which they live has been influenced and shaped by developments in the past, both from within the UK and across the world;
- appreciate the roles that individuals and events have played in shaping modern society;
- use geographical and historical topic vocabulary with increasing accuracy and precision;
- develop an understanding and appreciation of the human and physical dimensions of the environment and environmental links, at varying scales from local to global;
- develop respect for evidence and historical sites;

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- develop the skills of enquiry, investigation, analysis, interpretation, evaluation and presentation;
- enable children to gain knowledge and understanding of places and environments in the world and environmental problems at a local, regional and global level;
- encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' mean;
- increase children's knowledge of other places and cultures and, in doing so, teach a respect and understanding of what it means to be a citizen in a multi- cultural country and to respect other cultures
- allow children to learn graphic skills, including how to use, draw and interpret maps;
- develop a variety of skills, including those of enquiry, problem solving, ICT, investigation and how to present conclusions in the most appropriate way;
- foster confidence in working a variety of situations such as individuals, pairs, groups and as a whole class, in a variety of contexts;
- encourage children to be positive and motivated when tackling geographical and historical tasks;
- develop children's appreciation of the different views held by other people;
- enable pupils to develop a range of desirable personal qualities such as concern for others, initiative, being co-operative and independence;
- encourage open, enquiring minds that are aware of contemporary issues;
- encourage the ability to question and the development of informed opinions and support with reasoned arguments.

3. How do we make this happen?

3.1. Roles and responsibilities

The SMT has the joint responsibility to lead in developing and monitoring the school humanities curriculum. The head teacher will provide the team with such resources to achieve development aims, as finances allow, in line with the SDP. The librarian will be responsible for ordering and organising relevant resources after consultation with SMT members to meet the requirements of each year group.

3.2. Curriculum Organisation

Humanities is:

- a foundation subject of the taught curriculum and will account for an average of one hour of the weekly timetable - this time will be blocked;
- taught in accordance with the National Curriculum programmes of study;
- linked to other subjects as appropriate;
- taught using a knowledge and skills-based curriculum

3.3. Equal Opportunity

Humanities will be taught in accordance with the school policy for Equal Opportunities and the requirements of the National Curriculum. Consideration should be made for children with disabilities when planning historical or geographical activities to ensure full access to the curriculum. Humanities will actively promote multicultural awareness and provide a positive approach towards equal opportunities. Teachers should assess sites prior to visiting with the children and ensure all pupils can participate in the visits.



3.4. Special Needs

Humanities will be taught in accordance with the school Inclusion policy. We recognise the fact that there are children of widely different abilities and backgrounds in each class, therefore we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

3.5. Teaching

The teaching and organisation of humanities will:

- where appropriate, be supported by educational visits and visitors to enhance learning e.g. theatre companies, museums etc.
- include the use of a variety of sources and interpretations, e.g. artefacts, oral histories, pictures, photographs, graphs, aerial photographs, newspapers, census data and other written sources, video footage, educational broadcasts, music, maps, statistics, graphs, etc.
- use ICT to enhance learning-and research skills e.g. research on the internet and to present information e.g. make a film of their findings and use online programmes such as Curriculum Visions and Digimap for Schools;
- involve an enquiry approach, with work organised around key geographical and historical questions with pupils organising and selecting information and using this to spot relationships and patterns between information and data and drawing conclusions from these;
- include a practical approach with hands-on activities, role play and discussions and presenting reports to the class e.g. primary research in the field;
- ensure pupils have opportunities to discuss and explain using appropriate topic vocabulary and write relevant reports and present findings in a variety of ways;
- be supported by a glossary of words for each topic, in order to aid correct spelling, comprehension and use of vocabulary.
- allow pupils to make cross-curricular links where possible and appropriate;
- provide pupils with the opportunity to work in groups and individually and have group discussions
- encourage pupils to pursue a piece of work over a period of time wherever possible e.g. project work and investigation, where research is carried out – pupils should be encouraged to use the library;
- allow pupils to share culture and experiences with others in order to enhance the quality of learning they experience;
- develop an understanding of global chronology both within and across history units, through the use of timelines that are developed, as topics are taught, during the children's time at Lawdale.

3.6. Planning

Teaching plans will utilise the:

- Statutory National Curriculum Programmes of Study and, where appropriate, the Early Learning Goals

3.7. Contribution of humanities to the teaching of other subjects

Humanities teaching makes a significant contribution to the teaching of other subjects across the curriculum. Teachers will make cross curricular links with other subjects as appropriate as part of creative, broad and balanced curriculum.

3.8. Assessment



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This will be in line with the school's policy for assessment, recording and reporting. Children will be assessed as working at, below or above the standard expected for their age against criteria for skills, knowledge and understanding in the NC programmes of study. All parents will receive a written report of their child's progress in the summer term. They will also be invited to meet their children's teacher in the autumn and spring term. Teachers are available by appointment at other times of the year if necessary.

Teachers regularly assess children's capability through the completion of a final assessment piece, which is linked to an overarching enquiry question. This works alongside the observation of their performance on set tasks through assessment for learning strategies and marking.

3.9. Professional Development of Staff

Professional development opportunities will be made to all members of staff in the context of individual and school needs and funds will be allocated through the SDP.

4. Resources

- A collection of teachers' resources will be available.
- Humanities books for children's use can be found in the School Library.
- Books, video and audio cassettes can be borrowed from the School Library Service.
- A range of educational software is available in school, with a particular focus on the use of Digimaps for Schools, to support the teaching of geography.
- Artefact boxes for each class to support all history topics.

5. Monitoring, evaluation and review

This policy will be reviewed in line with the School Development Plan. The effectiveness of this policy will be monitored by lesson observation and regular scrutiny of work produced by the children. End of unit testing and subsequent analysis of results will ensure and measure the effectiveness of the teaching programme. Where needed, support will be provided.