



Sir John Lillie Primary School

Humanities

Introduction:

This document outlines the Sir John Lillie Primary School ("SJL") Humanities Policy. Our belief at SJL is that the children in our school should have the opportunity to learn through a rich curriculum that gives a wide range of first hand experiences and the opportunity to develop skills for life. In order to empower our children in their learning, we aim to provide a relevant curriculum that connects with their own experiences and interests and a curriculum that allows and encourages our children to be expressive and creative in their approach to learning. This policy is reviewed on an annual basis or as circumstances require. Specific subject details follow below outlining aims and expectations.

Aims:

The fundamental aim of the study of humanities is to help our pupils develop an understanding of their own lives and the world in which they live. This is achieved through the study of individuals, societies, cultures and the environment. At Sir John Lillie Primary School we aim to cover the teaching of historical and geographical skills through teaching about themes and places as laid down in the National curriculum Programmes of Study and our school scheme of work. The learning of humanities promotes

- An understanding of the causes and consequences of change through physical and human actions and processes.
- Identification of connections, contrasts and trends over time and area.
- The development of appropriate terms and vocabulary to construct informed responses.
- Knowledge and understanding of people, cultures and events in a variety of places and at different times.
- Spiritual, moral, social and cultural development.
- A desire to be proactive local and global citizens.
- Development in the skills of enquiry, investigation, analysis, evaluation and presentation.

Humanities: Key Knowledge & Skills

Geography:

- Knowledge and understanding of places - Pupils develop their sense of identity through learning about their locality and the wider world.
- Knowledge and understanding of patterns and processes - Pupils recognise and explain selected physical and human processes.
- Knowledge and understanding of environmental relationships and issues - Pupils describe how people damage or improve the environment (sustainable development).
- Develop geographical skills and vocabulary necessary to carry out effective geographical enquiry.

History:

- Develop a chronologically secure knowledge and understanding of British, local and world history.
- Establish clear narratives within and across the periods they study.
- Understand how our knowledge of the past is constructed from a range of sources.
- Identify different interpretations of history and some of the different ways in which the past is represented.
- Develop historical enquiry skills - Pupils study evidence, ask questions and solve problems.
- Develop an understanding of society and their place within it, so that they develop a sense of their cultural heritage.

Roles and Responsibilities:

All teaching staff are responsible for teaching humanities subjects through the academic year. Topics are linked with National Curriculum areas of learning in History and Geography and are as set out in the current Programme of Study. These are monitored by the Curriculum Coordinators in conjunction with subject Coordinators, the Senior Leadership Team, the Head teacher and the Governing body. Each member of staff undergoes an induction when they start work at SJL, during this their roles and responsibilities are explained in detail. For additional information about roles and responsibilities please refer to the individual's job descriptions.

Curriculum Provision:

Our school ethos and curriculum reflects the importance we place on the teaching of Humanities subjects. Teachers are expected to provide at least two half-term History and Geography units which are allocated on the whole school curriculum map. Learning needs to build on previous experience and understanding, and needs to be taught in a practical and enjoyable way using first-hand experiences wherever possible. This can be achieved by organising visits, trips, school journeys and visitors to the school. Humanities should also be promoted through assemblies and events based on key historical or global dates. Work should be presented through humanities books, learning journals, floor books and displays.

Equal Opportunities:

Our aim is to develop the potential of all our pupils at SJL. In order to achieve this, we ensure that all pupils are given the opportunity and necessary support they need to access the humanities curriculum, regardless of sex, race, religion and ability, including children who have a special gift or talent in this area. The strong emphasis on pupils' starting points, interests and talents enables the humanities curriculum to respond to change and allows it to reflect the current needs of our pupils and the ethnic, cultural and social backgrounds represented in our school community. For more information on equal opportunities, please refer to SJL's Equalities Statement.

Planning, Assessment, Progression and Evaluation:

The SJL Long Term Curriculum Map offers an overview of topics for each curriculum area from Year 1 to Year 6 and is based on the National Curriculum programmes of study, with specific subject emphasis identified for assessment purposes. The assessment of Humanities is undertaken continuously by class teachers and other teaching staff whilst pupils are engaged in tasks. Children's work also provides evidence of learning and skills acquired. The cross-curricular nature of History and Geography means that children are able to explore themes, ask questions and problem solve through Drama, Art, DT, ICT, PSHE and RE. Evidence of skills and understanding can therefore be sourced from a wide range of work. Photographs, books, models, writing, art and videos of children's work are displayed around school, working walls and floor books. Progress is measured against individual pupils' achievement of History and Geography specific learning objectives taken from the National Curriculum.

Parental Involvement:

Parents are encouraged to be involved in their child's learning, supporting and enriching wherever possible through outside experiences. Year group long-term plans are made available to parents on the SJL website which outline History and Geography learning.