



CROSBY-ON-EDEN SCHOOL

“Enjoying achievement; achieving enjoyment”

HUMANITIES POLICY

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Review responsibility	Learning & Teaching Sub-Committee
Signed (Head) 	Signed (Chair of Governors) 

Crosby-on-Eden CE Primary School

Humanities Policy

Introduction

The title 'Humanities' refers to those areas of the curriculum delivered through the single subjects of geography and history.

Experiences in the humanities should promote in pupils an appreciation of their geographical location and their social communities in the context of the wider world and how these have changed and developed in the course of time. These experiences should enhance children's potential to become effective, caring participants in their local community and wider society and promote continuing study and interests for life.

All pupils have a personal history, a sense of place and a set of relationships, which provide the starting point for much of their intellectual understanding and growth. Pupils should compare and contrast their own histories with those of people separated by time or distance. Tasks should be structured which allow pupil opportunities to develop critical awareness of similarities and differences between people, places and events.

It is through the humanities that children make sense of their world and enrich their understanding of it. It is a tool of learning and communication and the skills developed through the study of the humanities are applicable in everyday life. It fires curiosity about life and lives both past and present in Britain and the wider world.

At Crosby-on-Eden CE Primary School we work within a humanities framework linking history and geography because the conceptual understanding in both subjects enhances an awareness of self and other. It also enhances the skills of ENQUIRY, INVESTIGATION and having a CRITICAL approach towards sources of evidence; common to both geography and history. As our teaching is delivered in a cross-curricular way the humanities are often used to inform lessons on SMSC and our role within our community and the wider world.

Aims

Good geography teaching aims to:

- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives;
- Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes;
- Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments;
- Acquire Geographical knowledge, understanding and skills;
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

(Taken from the New Primary Geography Curriculum -Reference: DFE-00186-2013)

Good history teaching aims to:

- Help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world;
- Inspire pupils' curiosity to know more about the past;
- Equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement;

- Help pupils understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and challenges of their time.

(Taken from the New Primary History Curriculum -Reference: DFE-00186-2013)

The National Curriculum for Geography

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Location knowledge

- 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.

Place knowledge

- 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.

Human and physical geography

- 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.

Geographical skills and fieldwork

- use simple compass directions and locational and directional language 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.
- 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;

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Location knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
- human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;
- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History Curriculum Objectives

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils will be taught about:

- 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;

- 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;
- significant historical events, people and places in their own locality.

Key Stage 2

Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Students will note connections, contrasts and trends over time and develop the appropriate use of historical terms. Students will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Students will construct informed responses that involve thoughtful selection and organisation of relevant historical information. Students will understand how our knowledge of the past is constructed from a range of sources.

Pupils will be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece - a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.

Humanities curriculum planning

Due to having mixed aged classes, planning is carried out on a two year cycle to ensure continuity and progression so that children are challenged as they move up through the school. Differentiation is used to ensure all children are able to achieve yet still being given the opportunity to be challenged. We acknowledge that pupils' achievement is enhanced through lessons that are active, inspiring and that have plenty of opportunity for children to challenge and lead their own learning. To this end we provide pupils with a range of sources of information to find out about the topics being taught.

Inclusion

Our teaching of Humanities forms part of the school ethos to provide a broad and balanced education to all children. To achieve this we provide learning opportunities that match the needs of all children and we take into account the targets set for individual children in their SEN Support Plans (SSPs).

Planning, teaching and learning in Humanities, sets high expectations for all children. Work is differentiated through content and by outcome to suit individual needs. It provides opportunities for all children to achieve including: boys and girls, children with SEN, children with disabilities, more able children, and children from all social and cultural backgrounds.

Teachers are aware that children bring to school different experiences, interests and strengths that will influence the way in which they learn. We recognise the fact that in all classes there are children of a variety of abilities and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Resources

Resources available include: reference books, commercially available packs produced to support topics, textbooks, DVDs and CD-ROMs, teacher prepared materials, pictures, photographs, artefacts, maps and atlases, globes and digital maps. Resources are kept in the small office, porch area, Class 4 reading area and in classrooms.

The local area, including the village, as well as off-site resources such as the River Eden and surrounding fields, are also utilised. Some museums in and around Carlisle and the North hire out history-based topic boxes and pupils also have opportunities to visit these high quality museums, when it is relevant to their humanities learning.

Assessment

One of the important aspects of assessment is that it supports future planning and teaching of humanities. At Crosby-on-Eden CE Primary School, assessment for learning (AFL) is integrated in all parts of the teaching and learning process. 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, RE and Citizenship. Valuing children's work is vital to their continued motivation, enjoyment and the empowerment of their learning and 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 and stored on the server.