



## Harry Gosling Primary School

### Humanities and Art Policy

2017

#### Introduction

All that is included in our policy and practice is rooted in these beliefs and those in our Mission Statement.

*“Shining in everything we do.”*

#### Rationale

Harry Gosling Primary School is made up of staff and pupils who originate from many nationalities, cultures and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers.

This policy outlines the purpose, nature and management of the Humanities curriculum taught in Harry Gosling Primary School. The policy reflects the work of the teaching staff and has been compiled by the Humanities Leader.

The implementation of this policy is the responsibility of the Head Teacher, Humanities and art co-ordinator and all class teachers. The policy aims:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject
- To promote continuity and coherence across the school
- To state the school’s approach to this subject in order to promote public and particularly parents’ and carers’ understanding of the curriculum.

#### Aims

Students will develop awareness of their own and the wider environment, learn about others' lives and lifestyles, and develop knowledge of significant men, women, children and events. A broad humanities programme helps to promote:

- **Successful Learners** - we want students to be enthusiastic about learning, keen to do their best and willing to engage with new experiences;
- **Confident individuals** - through an understanding of the past, the lived environment and others' values and beliefs students can develop self respect and a desire to achieve personal goals. They learn to live independently and get on well with others;
- **Responsible citizens** - we encourage respect for others and participation in school and community life. Students use what they learn to make informed choices and safe decisions.

We believe that Humanities is taught to encourage, promote and develop a child’s sense of time, an awareness of change, within and beyond their own, appreciate the world they live in, climates, physical features, people and their culture. They need to know that what happens in the world has an impact on their own lives.

#### Legal Requirements

Art, History and Geography are foundation subjects within the National Curriculum; therefore, it has to be studied by all primary aged children.

#### Curriculum organisation

The school has developed its own scheme of work based on the National Curriculum. Fieldwork is integral to good historical and geographical teaching and we include as many opportunities as we can to involve children in practical historical and geographical research and enquiry. At Key Stage 1, all the children have the opportunity to carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2, the children have opportunities to visit and study areas of historical and geographical interest at more distant locations as well as in the local area. In addition to field trips, there are on site themed whole day workshops and assemblies.

### **Foundation Stage**

We teach the humanities in the foundation stage as an integral part of the topic work covered during the year. We relate the humanities' aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to six. The Humanities makes a significant contribution to the learning objectives for developing a child's *Understanding the World* knowledge.

### **Continuity and progression**

The school's curriculum framework ensures progression and continuity is achieved through the scheme of work and by regular assessment and monitoring. All of the skills and elements are taught in an integrated manner. The curriculum framework provides an indication of the focus of each term's work and the areas for assessment.

### **Strategies for teaching and learning**

The schemes of work plan for class, group, paired and individual work.

Pupils are engaged in planning, rehearsing, refining, performing and evaluating their own and others work. Pupils are given opportunities to show what they know, understand and can do in a positive way and are encouraged to develop their own perceptions and understanding and share/present their thoughts to their classes and in whole school class assemblies.

We recognise the fact that there are children of widely different abilities in the artistic, historical and geographical sense in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by using a combination of the following:

- Speaking and listening activities to provide opportunities to engage, assess and aid progression through questioning
- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty. Not all children complete all tasks
- Sometimes grouping children by ability in the room and setting different tasks to each ability group
- Providing resources and tasks of different complexity according to the ability of the child
- Using classroom personnel to support and scaffold the work of individual children or groups of children
- Using peer partners to increase all children's learning

Our teaching at all levels shall include opportunities for:

- Teacher exposition
- Discussion techniques (pupil/ pupil and teacher/pupil)
- Use of ICT, museum resources and outside visits
- Appropriate practical work
- First hand experience
- Investigation work
- Recording and observation through sketching, painting, printing, collage, textiles and three-dimensional work

### **Fieldwork Opportunities**

Field work is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

At Key Stage 1 we let all the children carry out an investigation into the local environment and we give them the opportunities to observe and record information around the school site. At Key Stage 2 the children study the local area and class visits take place.

### **Differentiation:**

Humanities is planned to give children a suitable range of differentiated activities appropriate to their age and ability. Tasks will be set which challenge all children and extend the more able pupils.

### **Inclusion (SEN, G&T, EAL):**

At Harry Gosling Primary we value each person as a unique individual. We strive to meet the artistic, historical and geographical needs of all our children, adults and all members of the school community. All children should have access to a broad, balanced curriculum and make progress at their own pace. Specific children with special needs ranging from SEN to G&T and EAL have differentiated work and this takes into account the targets set for children in their Individual Education Plans.

When planning teachers should consider the most effective ways to support children with SEN and EAL and where necessary refer to the relevant policies. When humanities are taught through another subject, it can benefit some children with SEN or EAL.

When progress falls significantly outside the expected range, the child may have special educational needs or be identified as gifted or talented. Our assessment process looks at a range of factors – classroom organisation, teaching

materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn most effectively. This ensures that our teaching is matched to the child's needs.

### **Equal Opportunities**

All children regardless of race, gender or ability will have equal opportunity to develop and reach their full potential. We aim to provide equal access for those children with Special Education Needs and those pupils who are very able and require extension activities, through small group work and through the use of classroom assistants. Monitoring of the policy for equal opportunity in terms of its operation is ultimately the responsibility of the Head teacher and the Senior Management team, but all staff are responsible for the day-to-day implementation of the KUW policy in relation to equal opportunities.

### **Time Allocation**

As a school we have specified time allocations for humanities. In addition to specific humanities lessons, teachers plan cross-curricular links within their weekly timetable to ensure history and geography skills, knowledge and understanding are taught successfully throughout the curriculum.

### **Display and presentation**

The school recognizes that care in the effective display and presentation of pupil's work and of resource materials, and the efficient organization and presentation of materials and equipment, have a positive effect on pupil's learning and on their respect for the subject.

### **Contribution to other areas of the curriculum**

The Humanities make a significant contribution to the teaching of other subjects, notably Science, English, Maths, Computing, RE and Design Technology. There are opportunities to contribute to other curriculum areas, for example, citizenship, environmental education, the world of work and aspects of children's spiritual moral, social and cultural development.

### **Spiritual, moral, social and cultural development**

At Harry Gosling Primary School, we offer children in our school many opportunities to examine the fundamental questions in life through Humanities. We encourage the children to reflect on the impact of mankind on our world and how we as a school community can contribute to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world; we also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying different topics. Their knowledge and understanding of different cultures is developed through our specific unit on cultures from around the world-this enables them to learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society past and present works to resolve difficult issues.

### **Health and safety**

All teachers, children and adults are expected to be aware of the need for safe working at all times. All electrical equipment is regularly checked. All fieldwork is subject to full risk assessments. All pupils will be taught to use materials, tools and techniques safely and in accordance with health and safety requirements. All adults working with pupils in art will be made aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's First Aid policy.

Particular care needs to be taken with following:

#### **Plaster of Paris**

Plaster of Paris is frequently used to make casts in clay or sand. This is a very satisfying process and a stimulating way to pursue an understanding of pattern, form and texture.

However, Plaster of Paris when mixed with water and left to harden emits heat. No pupils should be allowed to place their hands or any part of their body in the mixture as it hardens. This can cause severe burning. When mixing the plaster with water it is advisable to use a stick rather than the hand, and for those children with skin allergies it is advisable that they should wear non-allergenic gloves. This process should be used only with adult supervision. Plaster of Paris is of course used for setting fractured bones but in such cases it is never put in direct contact with the skin. In addition, it is used in relatively thin layers so the heat can dissipate.

The use of Mod-roc, (plaster impregnated bandage) to construct masks and sculptures may be used under adult supervision. This material is used in thin layers. It is advisable to protect the skin with Vaseline or barrier cream.

#### **Craft knives, saws and other sharp tools**

The school will make a risk assessment of the above tools and advise on the way they may be used to make art. Pupils need to be shown how to use these tools safely to construct with card and wood to make sculptures. This should be with adult supervision and in line with the Harry Gosling Primary School Health and Safety Policy.

### **Assessment, recording and reporting**

Teachers complete regular formative assessment through questioning, observations and marking. Regular summative assessment is completed at the end of each unit using a class tracker. The tracker sets out the objectives for the

national curriculum and using their assessment information teachers decide if children are emerging, expected or exceeding against the objectives.

In planning, the Humanities leader will review and contribute to teacher planning, and will review and monitor, with members of senior staff, the scheme of work. Monitoring of teacher's planning and pupils' books occur on a regular basis. Teachers are given individual and whole staff feedback during briefing. The Humanities leader is responsible for monitoring the standard of the children's work and the quality of teaching. They are also responsible for supporting colleagues in the teaching of history, art and geography and for being informed about current developments in the subject.