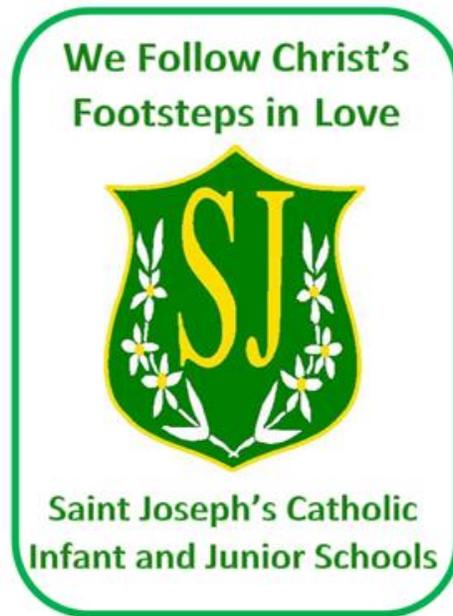




# ST. JOSEPH'S CATHOLIC INFANT & JUNIOR SCHOOLS



## *Humanities Policy* *(2019)*

This policy reflects the school's values and philosophy in relation to the teaching and learning of History and Geography. It sets out a framework within which staff can operate and gives guidance on planning, teaching and assessment. History and Geography are foundation subjects within the National Curriculum. Both subjects are used as lead theme subjects in the school's curriculum. All staff are aware of their role in providing purposeful, stimulating and challenging topic coverage of History and Geography from year 1 through to year 6.

## **1. AIMS**

History aims to provide pupils with opportunities to investigate the past and make sense of why and when important events happened, as well as introducing them to key historical figures. History also contributes to children's knowledge of other people's countries and cultures.

Geography aims to provide pupils with an opportunity to study the world and the human and physical processes which help to shape it. Pupils have a chance to study their local area and contrast it with other places around the world. Geography enables children to gain a greater understanding of the lives and cultures of people from around the world.

## **2. TEACHING HISTORY AND GEOGRAPHY**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

Geography starts from the child's immediate environment and the child's own effect on that environment. Through visits into the local community, their egocentric world is extended through first hand experiences, building up their geographical knowledge and skills. As they become able to tackle more abstract ideas they move onto studying places around the world, hot and cold countries, thinking about what it is like to live there, how we can look after our environment and looking in more detail about what our environment is like. In Geography, we encourage children to ask as well as answer questions and offer them the opportunity to use a variety of methods to gain information. This includes maps, data, fieldtrips, photos, pictures, geographical equipment. Wherever possible, the children take part in practical activities to experience 'real' geography.

## **3. CROSS CURRICULAR LINKS**

History and Geography topics provide many opportunities for cross-curricular links with other areas of the curriculum. Both subjects have strong links with computing and digital literacy. There are various opportunities to use the internet for research and the computers can be used for writing and presentation purposes. There are also many ways to link History and Geography with

Literacy, such as writing letters/diary entries/weather reports etc. Links with Numeracy can be achieved through work on timelines/handling data etc. The curriculum themes allow for unlimited opportunities for links between the humanities and other subjects.

From Spring 2 2017, teachers will identify these opportunities in their planning to support the development of these skills.

#### **4. PLANNING**

History and geography are foundation subjects in the National Curriculum. We use the national programmes of study as the basis for our curriculum planning in history and geography, adapted to our local context. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in history and geography in three phases (long-term, medium-term and short-term). The long-term plan maps the topics studied in each term during each key stage. Some topics have a particular historical or geographical focus and in Key Stage 2 we place an increasing emphasis on independent historical/geographical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

Our medium-term plans give details of each unit of work for each term. The class teacher writes the lesson plans each history and geography lesson (short-term plans). These plans list the specific skills to be taught in each lesson. The class teacher keeps these individual plans, although s/he and the history and geography subject leader often discuss them on an informal basis.

#### **5. BREADTH AND BALANCE**

A variety of skills and concepts are taught in each topic area. Over the key stages history is taught from a variety of perspectives: political, social, economic, religious, cultural and aesthetic. Content is selected, ensuring the children get a balance of knowledge and understanding of their own and other societies, religions, cultures and countries at KS2.

#### **6. ASSESSMENT**

We assess the children's work in history by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. We expect a humanities target to be set during each topic at least once. We use this information to plan future work.

#### **7. EQUAL OPPORTUNITIES AND INCLUSION**

All children at St. Joseph's are entitled to access the History and Geography programmes of study at a level appropriate to their special educational needs, regardless of race, sex, religion, ethnic group, culture or ability. Every effort is made to ensure that activities are equally interesting to

boys and girls and reflect our multicultural society. Full integration and participation is achieved for those children with specific physical needs by appropriate planning and differentiation by the class teacher.

Through the study of localities, cultures and countries, Geography takes an active role in promoting equal opportunities.

Some topics, such as Black History and world wars, will be planned and delivered with sensitivity.

## **8. RESOURCES**

Resources are available for each Key Stage, with any new purchases made when budgets are available. Staff make requests for resources to aide in the effective teaching of topics throughout the year.

## **9. STAFF DEVELOPMENT**

We believe that staff should possess the subject knowledge required by the National Curriculum and should be able to teach their topics with enthusiasm, confidence and enjoyment. We support staff development in this curriculum area through the attendance of courses and sharing ideas.

## **10. ROLE OF THE SUBJECT LEADER FOR HISTORY AND GEOGRAPHY**

The subject leader is responsible for the maintenance and development of Geography and History. The History and Geography subject leader is responsible for ensuring quality and raised standards in the subjects by:

- Playing an active role in the development of History and Geography.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching and learning ideas.
- Monitoring and evaluating pupils' work, pupils' views on the subject, displays and teacher's planning.
- For developing the progression map for Geography and History skills.
- Auditing and ordering