

Humanities Policy

Policy Statement

The study of the humanities, Geography and History is an essential area of a child's educational and social development. Through the study of these two subjects children develop their understanding of the world we live in today. They learn to identify the things that are not only different about them and others who share the world but those things that they have in common as well. They will investigate the lives of famous people and of significant historical events. They will place them chronologically over the period of time and consider the impact that they had on the lives of people then as well as theirs today.

Aims

The aims of Geography are:

- To inspire in pupils about the world and its people that will remain with them for the rest of their lives.
- To provide pupils with knowledge about diverse places, people, resources and natural and human environments.
- To 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.
- To obtain Geographical knowledge, understanding and skills.
- To enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

The aims of History are:

- To develop in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To promote an interest in the past and an appreciation of human achievements and aspirations
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another

- To develop a knowledge of chronology within which the children can organize their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours

Curriculum

Both subjects will be taught using the aims and expectations of the 2014 National Curriculum.

Geography

Within the Early Years Foundation Stage Geography is included as part of Knowledge and Understanding of the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing geographical and historical understanding.

At Key stage 1 pupils develop knowledge about the world, the United Kingdom and their locality. They are taught basic subject-specific vocabulary relating to human and physical geography. During Key Stage 1 key Geographical skills are introduced. These include using an atlas and reading maps. Compass settings and their usage and allowing the children to access first-hand observation of the local area. This allows them to experience field work and access the activities and tasks associated with such. It is also an excellent way of allowing the child to enhance their locational awareness.

In Key stage 2 pupils 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. During the Key Stage they will develop their use of and increase their understanding of the vocabulary associated with all areas of the Geography Curriculum. As pupils progress through the key stage they will not only be given opportunity to develop the skills gained in Key Stage 1 but to also access higher level geographical skills such as reading ordnance survey maps

By the end of each key stage pupils are expected to know, apply and understand the matters, skills and processes specified in the National Curriculum.

History

Within Early Years History is taught an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Early Years History makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

At Key Stage 1 pupils learn about the feats and accomplishments of many significant people. They investigate their life and lifestyles and begin to assess their impact on people today. They investigate these significant men and women and the events surrounding them from the recent and more distant past in both Britain and the wider world. They access and use a variety of sources when studying the past and begin to develop their understanding of the meaning and importance of chronology in History. During the key stage children will begin to develop their own understanding of how the past is different from the present.

Key Stage 2

In Key Stage 2 pupils will continue to learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Assessment and Recording

The assessment of children's work is on-going to ensure that the understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Monitoring

Both Humanities subjects will be monitored by the Co-ordinator who will also collect samples of evidence of the work being produced in each classroom. Exercise books as well as other examples of work, including those that are cross curricular in nature but relevant to the appropriate Humanities subject. Monitoring will be carried out regularly to ensure the subject is being taught effectively and that the children are making good progress.

Review

This policy will be reviewed within the next two year or before if there is a change in the curriculum.