



This policy is a statement of our intentions and practices regarding the teaching of Humanities at our school. This policy aims to specify those characteristics, which as a school we agree are necessary for the teaching of humanities.

Aims

- To develop an understanding and interpretation of the local, national and global history
- To develop a sense of time and understanding of History in its chronological setting and to help pupils to develop geographical knowledge and understanding
- To develop practical skills of first and second hand investigations and research and introduce pupils to the process of geographical enquiry
- To develop an interest and enthusiasm for the study of the past
- To enable pupils to recognise that Geography is the study of people and places and the interaction between them and develop an awareness that the past has lessons for the present and future
- To build and use a wide range of geographical and historical vocabulary and relate this to English Language as a whole
- To integrate fieldwork as an important part of the enquiry process
- To help pupils deal, openly and sensitively, with issues of environmental change and sustainable development
- To use a variety of resources, including ICT to develop teaching and learning

The National Curriculum

The requirements and content of the National Curriculum form the starting point for the teaching of History in the school.

The Geography Attainment Target is divided into four areas, in line with the Oddizzi scheme:

- Geographical enquiry and skills
- Knowledge and understanding of places
- Knowledge and understanding of patterns and processes
- Knowledge and understanding of environmental change and sustainable development

The History Attainment Target is split into five areas:

- Chronological understanding;
- Knowledge and understanding of events, people and changes in the past;
- Historical interpretation;
- Historical enquiry and
- Organisation and communication

Historical skills taught throughout the school include:

- Chronology
- Similarity and difference
- Change and Continuity
- Evidence
- Significance
- Cause and consequence

The Range of Children's Experiences

Throughout the school the children will be given a wide range of experiences, many of which are ongoing and developmental, appropriate to their levels of development. These will include:

- Sequencing events and developing a sense of chronology
- Knowledge of causes and effects of events
- Knowledge and understanding of events, people and changes in the past
- Identification of differences and similarities between periods
- The understanding that historical events can have different interpretations

- The examination of primary and secondary sources
- Communicating knowledge and understanding they have acquired
- Visits to the locality, museums etc.

In Geography, teaching should ensure that geographical enquiry skills are used when developing knowledge and understanding of places, patterns, processes, environmental change and sustainable development.

Cross Curricular Issues

Humanities are subjects that particularly lend themselves to other areas of the curriculum. Planning these cross curricular contacts are seen as a vital part of the teacher's work. Learning objectives must focus on the skills required by the particular subject and children must be made aware of the subject that their learning is part of.

Assessment

Assessment of the children's work, skills and knowledge will be made using:

- Written work
- Questions and answers
- Whole class and group discussions
- Discussion between individual children and the teacher
- Observation
- Comparison with key stage programmes of study and adhere to the Broom Barns Skills Progression documents for History and Geography

Budget

Should anyone require a purchase from the humanities budget they must do this via the subject leaders. All purchases must be logged on the budget sheet allocated in the subject file.

Subject leaders

Miss E Wilkinson – History

Miss D Skorek – Geography