



St Aidan's RC Primary School

Policy Statement for Humanities

Introduction

This policy outlines how Humanities is taught at St Aidan's RC Primary School, in conjunction with the 2014 National Curriculum.

Intent

By following the National Curriculum 2014 for History and Geography we aim to:

- to develop pupils' curiosity about the past in Britain and the wider world
- to encourage thinking about how the past influences the present
- to develop children's chronological awareness of significant events
- to create a sense of identity and an increased understanding of pupils' position in their own community and the wider world
- to give pupils a range of skills so they feel confident in asking questions and investigating their own ideas
- to stimulate pupils interest in and curiosity about their surroundings
- to increase pupils' knowledge and understanding of the changing world
- to develop pupils' competence in specific geographical skills
- to give children a sense of responsibility for the world we live in

Implement

The teaching of Geography and History at St Aidan's Primary School is topic based- making appropriate cross curriculum links and ensuring we are improving pupils' skills in English, Maths, Art and Design and Computing, as well as developing thinking skills. Topics for History and Geography are planned to ensure continuity and coverage of the National Curriculum at Key Stages 1 and 2 as well as progression and challenge of the curriculum.

To enhance the learning experience of our pupils, our humanities curriculum acknowledges and incorporates different styles of learning and is differentiated accordingly. The knowledge, skills and understanding gained through the humanities curriculum is acquired through a variety of experiences, ensuring that lessons are active, inspiring and that have plenty of opportunity for children to challenge their own learning.

These include:

- Educational trips;

- Drama and role play;
- The use of primary sources of information (e.g. artefacts, photographs, maps and visitors);
- Texts
- Practical enquiry and research;
- Individual and group presentations;
- The use of technology;
- Creative and problem solving activities such as model making and painting.

Role of the Humanities Subject Lead

The named co-ordinator responsible for the teaching of humanities throughout the school is Julie Teer

Their role is to:

- Provide support, advice and resources to members of staff;
- Monitor the teaching of Humanities, revising policies and supporting staff with planning of humanities where necessary;
- Monitor the teaching of humanities across the school highlighting the continuity and progression of the areas taught across the school;
- Attend relevant training and support staff in CPD needs.
- Monitor the use and need of resources throughout the school.

Impact

We begin our topics identifying what the children already know. We make judgements about children's progress as we observe them in lessons and identify progress in books. Using age related subject skills and objectives we highlight and track progress, identifying whether children have shown a basic, advanced or deep understanding of the subject, this forms the basis of our start point for further teaching.

Monitoring

Humanities is monitored by the subject lead and monitoring is carried out regularly through:

- Scrutiny of plans
- Monitoring of pupils' books
- Learning walks
- Pupil surveys
- Lesson observations