

ST. ALOYSIUS' CATHOLIC JUNIOR SCHOOL

HUMANITIES POLICY

OUR MISSION STATEMENT

Through Jesus we learn, love and grow together.

THE NATURE OF HUMANITIES

Humanities is *the umbrella* term for describing the teaching of History and Geography. These subjects help to develop the whole child.

History and Geography make a distinctive contribution to the curriculum.

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

(National Curriculum in England, September 2013, DfE)

AIMS

In teaching History we wish to encourage and help children to develop the following key aspects:

- know and understand the history of the British Isles as a coherent and chronological narrative.
- know and understand significant aspects of the history of the wider world and its influence on Britain.
- realise / understand that people of other times and/or places may have had different values and attitudes from ours.
- distinguish between historical facts and interpretation of these facts.
- develop enquiry skills when handling artefacts and considering historical sources.
- develop a sense of continuity and change, cause and consequence, similarity and difference, and use these to make connections and contrasts.
- gain a historical perspective by placing their growing knowledge into different contexts.

In teaching Geography we wish to encourage and help children develop the following key aspects:

- have an interest in and wonder at the world around them, including an appreciation of its ethnic, cultural and economic diversity.
- come to understand, through the study of different places, the interaction between people, places and environment and the various processes affecting them.
- develop positive attitudes and a sense of responsibility towards the environment and an awareness of the role of individuals, organisations and others affecting it.

- become competent in the geographical skills needed to work with a range of data gathered through experiences of fieldwork, interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

THE NATURE OF HUMANITIES AND ITS PLACE IN THE CURRICULUM

Our teaching is based on the statutory requirements of the National Curriculum and for many units the Rising Stars ‘Voyagers: History and Geography’ Scheme of Work (co-authored by the Geographical Association). In particular, the ‘Voyagers’ scheme emphasizes a cross-curricular outcome for the end of each unit. In this way, it is hoped that Humanities will be regarded as part of everyday life, contributing to each child’s personal, social and intellectual development.

TEACHING TIME

In each year group, a Humanities unit is taught every term. Some of these units are cross-curricular (often with English) so that children will be learning historical or geographical knowledge or skills within another context. Each year group is taught a weekly lesson of either History or Geography.

PLANNING

Long term

The long term planning for History and Geography is undertaken to reflect the children’s needs at St. Aloysius’ Catholic Junior School. As the ‘Voyagers’ scheme has set teaching units, these are distributed across the years of the Key Stage in a sequence that promotes both curriculum continuity and progression in children’s learning.

Short term

Using the National Curriculum objectives and the ‘Voyagers’ scheme of work, year group partners develop their own medium and short term plans. Each unit plan is saved on the computer in the shared area for planning. Each lesson is differentiated to meet the needs of the children; providing support for the less able and extending the more able. The use of ICT stimulates the children’s interest and enhances their learning in history and geography. Teachers also organise resources, order loan materials and plan trips, speakers *etc.* At least one trip is planned per unit.

ASSESSMENT

Learning outcomes show how children might demonstrate what they have learned. During each lesson the teacher will provide opportunities to include strategies of Assessment for Learning. These might include self assessment (thumbs up/down, face beside WALT) teacher assessment (directed questioning and whiteboards) and peer assessment (two stars and a wish).

The attainment targets for each key stage are set out within the relevant programme of study in the National Curriculum. Teachers plan with these targets in mind. When using the ‘Voyagers’ scheme of work, the ‘Big Finish’ outcome at the end of each unit provides all learners with an opportunity to showcase their progression. Assessment statements are divided into ‘all children can...’, ‘most children can...’ and ‘some children can...’ progression statements. Teachers then use these to observe and assess their pupils and inform

future planning. Other types of assessment at the end of a planned unit may include an end of topic homework project, evaluation sheet, concept map etc.

HOMEWORK

Work carried out at home is used to deepen and enhance the child's learning. This may include making models, research from libraries or the Internet, the collection of information, carrying out surveys or questionnaires or collecting data.

RESOURCES

In both History and Geography we have topic resource boxes which include artefacts, posters, CDs, videos, reference books and pupil books. For the 'Voyagers' scheme of work, most of the resources outlined in the units are accessible to teachers via our school account on the Rising Stars website. These can all be downloaded and saved onto our school system for future use.

Every year group has basic geographical resources that include – a globe, atlases, maps of Britain, Europe and the World. Clipboards for fieldwork are held in a central store.

In accordance with the new curriculum, each class has access to Ordnance Survey maps of the local area and maps of relevant UK areas that they are covering in their Geography units. A school set of compasses have been bought to support the required use of locational language. For new History and Geography units, class sets of books, maps and photo packs have been purchased to aid teachers in their planning and teaching.

Finally, teachers are encouraged to hire external topic boxes from the Camden Schools Library Service every half term.

CROSS-CURRICULAR LINKS

The 'Voyagers' scheme of work offers strong cross-curricular links with other areas of the curriculum, as outlined at the beginning of each unit and in the final outcome, 'The Big Finish'. A number of History units are taught within English using a historical fiction text. In addition, many of the units allow children to develop their skills and understanding of English as they will have reading and writing tasks.

Many of the units provide opportunities for children to develop mathematical skills through the collection of data in the unit's fieldwork. Mathematical skills are also be developed in the context of map work and the use of locational language and compasses.

Further cross-curricular links are regularly established as schemes of work, resources and planning develop and evolve.

EQUAL OPPORTUNITIES

Both History and Geography make a particular contribution to equality of opportunity because of the subject matter.

In teaching Geography when looking at different places including our own locality we intend to:

- create an awareness of and respect for different societies and cultures.
- explore issues such as global inequalities.

- encourage children to contribute information and artifacts from their own heritage where appropriate.

In teaching History we promote positive images or role models to reflect the diversity of culture and ethnicity of past societies.

HEALTH AND SAFETY

Teachers will ensure that they have previewed the area to be visited for fieldwork in order to be aware of any potential hazards. For longer journeys, a first aid kit is supplied and any medical condition noted (refer to the Policy for Off-Site Visits).

LIAISON WITH THE INFANT SCHOOL AND THE WIDER COMMUNITY

The Humanities Subject Leaders from the Junior and Infant school aim to meet at least annually to discuss items of interest, exchange information, set up joint projects, discuss examples of good practice and to ensure progression between the two schools.

Outside visits are regularly arranged to fit in with the units of study. Visits include museums, libraries, interactive workshops, farm visits and outings to the local area for fieldwork. Outside agencies and speakers visit classes when appropriate.

MONITORING THE POLICY

THE HEAD TEACHER AND SUBJECT LEADER WILL MONITOR THE POLICY BY REGULAR REVIEWS.

THE HEAD TEACHER MUST PUBLICISE THE POLICY AND BRING IT TO THE ATTENTION OF PUPILS, PARENTS AND STAFF AT LEAST EVERY FOUR YEARS.

THIS POLICY WAS UPDATED BY MRS ROSEANN ARROWSMITH THE SUBJECT LEADER

THIS POLICY WAS AGREED IN SPRING 2016

REVIEW AND UPDATE BY SPRING 2020

SIGNED

CHAIR OF SEND AND CURRICULUM COMMITTEE

HUMANITIES TAUGHT ACROSS THE SCHOOL

	AUTUMN	SPRING	SUMMER
Year 3	History – Stone Age; Egyptians	Geography – Where on Earth are we?	History - Anglo Saxons; Vikings The Roman Empire and its impact in Britain/London;
Year 4	History – The Tudors; Benin Day (Homework research project)	Geography – How does water go round and round?	Geography – London and Barcelona
Year 5	History – Victorian Children and how has our locality changed since Victorians.	Geography – How is our country changing?	Geography – Are we damaging our world?
Year 6	History - Ancient Greece –a study of Greek Life and achievements and the influence on the western world.	English texts provide cross curricular links with History - Ancient Greece ‘The Adventures of Odysseus’ and Geography - Forests- ‘Kensuke’s Kingdom’	Geography - Where does all of our stuff come from?