Crofton Junior School

Humanities Policy

December 2019

Definitions

History

History is a tool of learning and communication looking at people and their progress over different periods of time. It plays a key part in our understanding of the development of the modern world. The skills pupils develop through the study of history are applicable to everyday life.

Geography

Geography is the study of the Earth; the landforms, physical processes and human systems. It helps us to understand the amazing world we live in.

Purpose of study

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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

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. Teaching should develop their knowledge of places and environments, as well as their understanding of the diversity of different societies and cultures. This helps them to become responsible global citizens who understand how people and environments interact. Most important issues facing the world are geography-related, by studying geography we are learning about issues that will actually affect our own lives.

School aims

At Crofton Junior School, we are committed to the development of a rich, and engaging curriculum for all of our pupils which we believe are of central importance to understanding the world and our place in it.

- We believe the high-quality teaching of the Humanities subjects will invoke a curiosity and enjoyment of historical events and the world and those who occupy it.
- We are dedicated to engaging and teaching our pupils at all levels through linking ideas with practical experience to question and hypothesise where possible.
- We want pupils to explore and recognise the cultural significance of history and trace its development.
- Through the inspiring enrichment, quality teaching, and exceptionally high standards from all members of staff, we believe we can provide students with a thirst for knowledge, developing confidence and encouraging them to become life-long learners of History and Geography.

Teaching and Learning Humanities Curriculum

At Crofton Junior School we use the 'Essentials' Curriculum (Chris Quigley) as a base for our foundation subjects. This breaks down the content of the National Curriculum into smaller chunks called 'Milestones'. We are focusing on deepening learning and mastering concepts by developing skills, acquiring knowledge and deepening understanding.

The following policy, split into geography and history, lays out what teachers will follow in order to plan, teach and assess in these areas:

The Humanities are taught through our creative curriculum approach towards learning based on the National curriculum Programme of study 2014

- A balance between the History and Geography components of the Humanities Curriculum will be achieved through careful and creative planning using the Chris Quigley Essentials Curriculum.
- Curriculum breadth is shaped by our curriculum drivers, cultural capital and subject topics.
- The Humanities Curriculum will be spread uniformly through a week, term, and year, with an adequate amount of time allocated to Geography and History.
- Continuity and progression in each key stage will be achieved through the gradual extension of skills, concepts and content in topic planning.
- First hand experiences will be at the heart of work in Humanities and provided every half term. These experiences will be varied and might include working outside the classroom, visits to sites of geographical and historical interest and using and handling objects, photographs, visitors to the school and other sources of evidence and information.
- Additional topic books to support the children's knowledge and understanding may be found in our library and also sourced through the school's library service.

The key Essential Characteristics of History at Crofton Junior School are:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influences and been influence by the wider world.
- An extensive understanding and base of historical vocabulary and using abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.

- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.

The key Essential Characteristics of Geography at Crofton Junior School are:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated and how they bring about spatial variation and change over time.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.
- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

Cross Curricular links

The curriculum themes allow for unlimited opportunities for links between the humanities and other subjects. All teachers will implement and identify these opportunities in their planning to support the development of skills.

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 English and Drama as well as R.E and P.S.H.E. Links with Numeracy can be achieved through work on timelines and handling data.

Monitoring

All teachers are responsible for monitoring standards. It is the responsibility of the subject leader and Head Teacher to champion and monitor standards of history and geography by:

- Ensuring that their subject knowledge is continually developed in order to support the teaching and learning of the subject to a high standard.

- Share their knowledge and expertise with members of staff across the school.
- Continually, and supportively, audit the standards of teaching and learning of Humanities across the school through book scrutiny, professional dialogue and pupil voice.
- Resource the curriculum to allow for a range of activities to take place in lessons.
- Invite, where possible, external visitors in to enhance the curriculum.

Assessment

- Teachers' formative assessment takes place on a regular basis throughout each unit of work. This informs planning to ensure that the needs of all learners are met and that appropriate challenge is provided.

Equal opportunities

The teaching of Humanities takes consideration of the equal opportunities policy and inclusion policy. All children, irrespective of race, gender or ability, have access to the curriculum and are expected to work and achieve to the best of their individual ability. Modifications are in place, which cater to the individual needs of all children, including opportunities for greater depth learning. SEN children have access to the curriculum through variation of task, grouping or support from an adult. Through the study of localities, cultures and countries, Geography and history take an active role in promoting equal opportunities.

British Values

Both History and Geography promote fundamental British Values in nearly every lesson. Key concepts which relate to the teaching of British Values in Geography lessons are - understanding the physical and human characteristics of places, the connections between places and people, interdependence, sustainability and cultural understanding and diversity. In History, the emergence of democracy is taught along with an appreciation of the cultural and ethnic diversity of places in the UK and beyond. Key skills of interpretation, analysis of sources, cause and consequence underpin the appreciation and emergence of fundamental British Values.

Learning Environment

- Key vocabulary is displayed and is accessible to all learners.
- Evidence of children's work is displayed.
- Resources for each topic are accessible.

Policy Review

This policy will be reviewed every two years in line with the school's policy review programme.

Signed: Mrs Mulroy

Date: December 2019

Date for review: December 2021