



Benedict Biscop CE Academy

HUMANITIES POLICY

Review Date:	Autumn 2020
Next Review Due:	Autumn 2022
Person in Charge:	Headteacher
Governance:	Chair of RA Committee

Other policies that link and should be read in conjunction with this policy:

- Teaching and Learning Policy
- Assessment Policy
- Marking Policy
- English Policy
- Mathematics Policy
- Display Policy
- Presentation Policy
- Educational Visits Policy

Introduction

The curriculum at Benedict Biscop CE Academy is based on Christian values, taught both explicitly and implicitly throughout the day and made real in our everyday lives.

The curriculum at Benedict Biscop CE Academy is organised throughout the school around areas of learning linked to the Early Years Foundation Stage plus Religious Education.

The Arts [Art, Dance, Drama, Music,]

English/Communication and Language

Mathematics/ Mathematical Development

STEM [Science, Technology/Computing, Engineering, Mathematics]

Humanities/Knowledge and Understanding [Geography and History]

Personal Social and Emotional Development

Physical Development [PE]

As a school that respects the rights of the children and adults in our school family, community and beyond, we aim for each school policy to adhere to articles set out in the convention. Article 28 states: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Other articles pertinent to policies relevant to teaching and learning across school are:

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 31: You have the right to play and rest.

In the academic year 2013-2014, this curriculum has been reviewed in line with the new National Curriculum changes; which are effective September 2014. Amendments have been made accordingly annually to ensure fit for purpose in our context.

Computing

Information Technology is not seen as a separate area of the curriculum, but as a tool for accessing learning across every area of the curriculum and the specific skills of IT will be taught through all other curriculum areas. Key skills IT deals with the application of IT to specific purposes. It is not just about using software packages or using operating systems, neither is it concerned only with keyboarding skills and student's ability to copy-type or follow instructions. Rather, key skills IT is about how students use their knowledge about IT to find, develop and present information, whether it is text, image or numbers, or all of these in an integrated task.

Computing includes the ability to use a range of information sources and IT tools to find, analyse, interpret, evaluate and present information for a range of purposes across the curriculum.

IT teaching offers opportunities for children to:

- develop IT capability, including their knowledge and understanding of the importance of information and of how to select and prepare it;
- develop their skills in using hardware and software to manipulate information in their processes of problem solving, recording and expressive work;
- develop their ability to apply their IT capability and IT to support their use of language and communication, and their learning in other areas;
- explore their attitudes towards IT, its value for themselves, others and society, and their awareness of its advantages and limitations.
- Specific to Knowledge and Understanding, children should understand how IT can be used to communicate and handle information, control and monitor events, and model real and imaginary situations.

- New technologies are purchased by school and used to develop the skills of children with Special Education Needs and Disabilities. School acts on advice of outside Agencies and other Professionals when purchasing new programs for this group of individuals.

Geography

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and indeed, the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures, contributing to the school's promotion of SMSC. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

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 equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. National Curriculum, 2014

The essential characteristics of a geographer at Benedict Biscop CE Academy 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.
- 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.

History

History stimulates the children's interest and understanding about the life of people who lived in the past. We also want the children to understand and appreciate how the past has influenced their own lives and modern day living. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

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. National Curriculum, 2014

The essential characteristics of a historian at Benedict Biscop CofE Academy are:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- 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.
- The ability 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.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Time Allocation

Throughout the school year we aim to seek a balance between all subject areas. Humanities will be taught using a thematic approach providing flexibility for short and long projects at a relevant time for the children to build onto all their learning. Teachers will use their professional judgement in deciding the best use of time.

Strategies for the Teaching of Humanities

Teaching and Learning Style:

In planning to meet the needs of each individual we will:

- Motivate and stimulate interest and excitement for learning
- Ensure children discuss their learning, take an active part and are engaged in their learning
- We will make explicit links in our teaching to the core Christian Values upon which the curriculum is designed
- Ensure basic skills [English, Maths] are developed at every opportunity, setting appropriate yet challenging targets for improvement
- Ensure children are given opportunities to develop the knowledge and key skills identified in the National Curriculum
- Provide a broad and balanced curriculum using a thematic approach where curriculum areas are linked
- Ensure that we use a range of classroom practice and teaching styles appropriate to the needs of the learners in the group
- Use the full range of differentiation [scaffold and challenge] strategies to ensure that all learners have the opportunity to access the curriculum and make progress and adopt teaching methods
- Monitor progress against targets and share the information with the learner
- Seek to overcome potential barriers to effective inclusion
- Ensure display in the learning environment celebrates the achievement of our children and scaffolds their learning to extend their achievement further
- Provide home learning activities which extend and support learning
- Termly visits linked to humanities

Curriculum Planning For Humanities

Specific skills and knowledge that are contextualised to the local circumstances of the school are developed through Geography that is mapped out in the National Curriculum. Our school uses the National Curriculum of work as the basis for its curriculum planning in Knowledge and Understanding. We have adapted the national curriculum to the local circumstances of our school.

We carry out the curriculum planning in Humanities in three phases: long-term, medium-term and short-term.

Long-term plans map out the themes covered in each term during the key stage. The curriculum leader for Humanities will liaise with all curriculum leaders to ensure that learning builds upon learning.

Medium term plans provide:

- a mapping overview of content [which are constantly being reviewed and amended to ensure relevance for the cohort of children] give details of each unit of work for each term. They ensure an appropriate balance and distribution of work across each term.
- key skills development to ensure children progress at a level according to their ability. They identify objectives and outcomes for each theme.

Short term /Weekly plans are completed by staff for each lesson. These include:

- the specific learning objectives for each lesson and detail how the lessons are to be taught,
- success criteria which are shared with the children to ensure children understand their next steps to learning
- activities to engage the children and to lead their development through active participation.

We plan the activities in Humanities so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Planning is recorded on the intranet and is accessible by all staff. In this way subject/curriculum leaders can monitor and develop learning within their curriculum area. Scrutinies of planning and work are carried out by all staff with feedback given to ensure children access the full curriculum.

We will ensure that we plan to meet the needs of the following clearly identifiable groups:

- More able learners
- Learners from different ethnic groups
- Learners for whom English is an Additional Language
- Learners with Special Needs and disabilities
- Girls and Boys
- Learners from different faiths
- Learners with emotional, behavioural or social needs
- Learners who are at risk of disaffection or exclusion
- Learners who are 'looked after' in public care
- Learners who are 'disadvantaged and others.'
- Learners who are in receipt of Pupil Premium.

Early Years and Foundation Stage

We teach the children in Foundation Stage to 'understand the world' around them as an integral part of the themed work (linked to children's interests) covered during the year. Humanities comes under the Understanding the World section of the Early Years Outcomes. As the reception class is part of the Foundation Stage, we relate the Understanding of the World aspects of the children's work to the objectives set out in the Early Years Outcomes which underpin the curriculum planning for children aged three to five. Understanding the World makes a significant contribution to the Early Years Outcomes objectives by developing a child's sense of the world, forming the foundation for later learning.

Spiritual, moral, social and cultural development

Learning through Humanities contributes to the children's spiritual development in many ways.

We provide children with the opportunity to discuss moral questions, what is right and wrong. Children learn how society has changed and develop skills to become good citizens. They study their own rich cultural heritage and developing an understanding of how this culture is enriched by the multi-cultural British society of today, based on British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Resources

We have sufficient resources available in school to meet the needs of the Academy Curriculum. This allows resources to be matched to any developments in the curriculum, through the teaching of key skills. The SLT audit resources to ensure they are matched to any changes in the curriculum.

Assessment

Formative assessment involves spending time before and during each unit or theme time eliciting children's knowledge and understanding – Mind Mapping/ Spider Graphs, discussions etc. We follow the principles of Assessment for Learning in all of our Knowledge and Understanding. This involves identifying a child's progress in each area of learning, determining what each child has learned and identifying the next steps in his/her learning, linked to the learning intention and success criteria for the session. Effective tools used by our teaching staff include:

- Sharing explicit learning intentions and success criteria
- Quality questioning
- Self-assessment and peer assessment against learning intentions and success criteria
- Quality marking to identify areas where the success criteria has been met and areas that need to be improved

Summative assessment involves spending time at the end of each unit or at the end of year assessing children's skills and understanding. The Early Year Outcomes provide a baseline assessment level in each area of learning. This can be used to produce end of year targets throughout KS1 and KS2. Class teachers assess children using the key skills document termly and milestones are inputted into the school's foundation subject tracking system.

Inclusion

The governors and staff of the academy are committed to providing an inclusive range of high quality learning opportunities for everyone involved with the school and Community. We will ensure that everyone has an equal opportunity to access the full range of provision available in Humanities and will actively seek to remove barriers to learning and participation. The teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations (set out in the SENd Code of Practice (2014)) to ensure that we take the experiences and needs of all our children into account when planning for learning.

Teaching Humanities to Children with Special Needs and Disabilities

At our school we teach creative development to all children, whatever their ability. Humanities forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Humanities teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs through differentiated activities. Assessment against the National Curriculum allows us to consider each child's attainment and progress against age related expectations.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention is provided, as set out in the renewed SEN code of Practice (2014), through quality first teaching and where a child is in receipt of a statement of Special Educational Needs or Education Health Care (EHC) plan a specific education plan will be in place linked to specific targets. The targets may include, as appropriate, specific targets relating to Knowledge and Understanding of the world.

We enable pupils to have access to the full range of activities involved in learning Humanities. Where children are to participate in activities outside the classroom, for example, an educational visit, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Role of the Curriculum Leader/Subject Leader

The role of all subject leaders will consist of:

- Lead curriculum development in the area throughout the school
- Plan progressive curriculum throughout the school linked to identified themes ensuring that key skills are developed
- Monitor progress through curriculum area and ensure this is tracked on a termly basis
- Develop annual Curriculum action plan which feeds directly into the School Improvement Plan
- Review the policy and scheme of work which will inform action plan
- Carry out an audit of resources annually which will inform action plan
- Organise, maintain, order resources using the allocated annual budget available.
- Ensure children's work is recorded and moderated across the school in the curriculum area.
- Lead professional development across school in response to need

- Provide support and advice to colleagues
- Keep up to date with developments in curriculum area and feed information into Senior Leadership Team
- Link with relevant member of the Local Academy Council and ensure they are informed of curriculum developments on termly basis.

The Subject Leader has the responsibility for overseeing and resourcing the subject. There is an annual budget for resourcing Humanities so that effective teaching can take place and the school's policy can be maintained. This may vary from year to year according to curricular priority and resources available.

Monitoring and Review

The curriculum leader is responsible for monitoring planning, the standard of children's work and the quality of teaching. Curriculum leader carries out planning and work scrutinies. This involves interviewing children across key stages. Children are asked focused questions about their learning with their work. This enables curriculum leaders to monitor progress within their subject. The curriculum leader supports colleagues in the teaching of Geography, by giving them information about current developments in the subject and by providing a strategic lead and direction for the curriculum area in the school. The curriculum leader is also responsible for devising an annual action plan devised by the curricular team [Summer term] and evaluating this on a termly basis, evaluating strengths and weaknesses in the curriculum area and indicating areas for further improvement. The curriculum leader is responsible for providing an annual overview to the Governing Body. Curriculum leaders meet with governors on a termly basis to discuss current developments in their subject. Key questions are discussed during these meetings.

Through monitoring and evaluating our practice, constantly reviewing what we do, we will address the following key questions, as identified in our inclusion Policy:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their potential?
- Are our actions effective?
- Is the curriculum promoting outstanding learning?

Leadership

The senior leadership team and the curriculum leader or teacher responsible for the subject should have a clear view of the purpose of curriculum development in this area and how learning outcomes can be achieved. Effective communication is necessary at all times. Sharing ideas, involving others in leadership and management considerations can ensure that all staff understand the requirements and that individual's talent are put to full use. All staff have a responsibility in maintaining a positive approach to teaching, maintaining high moral stance, clear vision. Effective interaction and collaboration calls for active participation from all.

Health and Safety

The teacher will be responsible for planned activities within Humanities that are appropriately risk assessed to comply with health and safety requirements. They are also responsible the health and safety of themselves, classroom assistants, visitors and pupils within their class.

Signed

Signed

Chair of LGB

Headteacher