

# Castle School



## Humanities

### Philosophy

Humanities gives all pupils the opportunity to think, experiment and to develop curiosity and an interest in the world. It joins together history, Geography and RE.

Geography is essentially about the study of places, the human and physical processes, which shape them, and the people who live in them. Skills developed through geography help pupils to make sense of their surroundings and the wider world. The pupil is the explorer and their task is to progressively discover the world beyond themselves.

Geographical experiences are vital to a pupil's ability to access their own environment.

Religious Education (RE) is important in developing pupils' understanding of the world they live in. Religious beliefs are important to many people around the world; therefore we expect all pupils to have an experience of the beliefs and practices of all the major religions represented in this country. We want pupils to learn to respect those of different faiths and cultures from their own. RE should help pupils to convey their feelings and thoughts as well as developing a sense of awe and wonder about the world.

History is the study of the relevant past; how it has influenced and shaped our lives, beliefs and customs and helps pupils to make sense of the world in which they live. Through the teaching of history we can structure and expand our pupils' knowledge and understanding of the past and encourage their investigation of it.

At Castle School our approach is practical and multi-sensory. Humanities should be exciting, enjoyable and relevant. It should allow success and generate feelings of worth and wonder. The pupil is the investigator and their task is to progressively investigate the world beyond themselves and have the opportunity to work cooperatively with, and recognise the value of, each member of their class.

**Aims:**

- Explore local and then wider environments, cultures and historical events.
- Develop enquiry skills, including historical, geographical and cultural.
- Develop an interest in, and knowledge of, places and people beyond their immediate experience.
- Develop a sense of awe and wonder about the world, and explore the fundamental questions of life.
- Give pupils the opportunity to develop a sense of their own identity and self-worth and the opportunity to express their own feelings and ideas.
- Be motivated to continue their enquiries through the enjoyment, excitement and success of their investigations and personal relevance of their findings.
- Recognise and celebrate similarities and differences in people and place; develop a respect for others who have different lifestyles and beliefs.
- Use humanities to develop subject based literacy, numeracy, communication and geographical skills.
- Pupils will work within Schemes of Work appropriate to their ability and understanding.

**Teaching and Learning**

The teaching of Humanities is guided by the National Curriculum guidance and such other curriculum guidance that seeks to secure access and entitlement to this subject for pupils and students with special educational needs. The teaching of RE is also based on the locally agreed syllabus.

History and Geography are taught in modules in each Key Stage 1, 2 and 3. The length of the cycle varies according to the Key Stage.

At Key Stages 1 & 2 History and Geography are mainly class based and delivered through discrete lessons linked to the History or Geography theme taken from the rolling programme of topics. Religious Education will be taught through workshops throughout the year celebrating different festivals.

At Key Stage 3 Humanities is explored in 90 minutes a week by a subject specialist. This is organised into a three year rolling programme with some flexibility to focus on key events such as the World Cup and the Olympics.

At Key Stage 4 all pupils explore Religious Education for 45 minutes a week. Pupils also undertake a Geography Entry Level certificate, for 90 minutes a week.

For pupils who have more complex learning needs, there is the opportunity to work on the acquisition of prerequisite skills across the curriculum, utilising and developing the use of their senses.

Working within the programmes of study for Humanities pupils will have opportunities to:

- Develop a sense of self and time;
- Explore different cultural backgrounds;
- Investigate local and wider environments.

### **Entitlement and Access**

Humanities is made accessible to all pupils regardless of gender, creed, race, ability, or social class.

Humanities provides opportunities to include topics covering a wide range of national, social, and religious areas. Visits will be made to different areas, places and religious buildings to support learning.

Each year the whole school will celebrate together the Christian festivals of Harvest, Christmas and Easter. This will normally take place in a local church.

### **Health and Safety**

There are no specific precautions needed during school based Humanities lessons, over and above normal measures required in general classroom practice.

School procedures for educational visits will be followed.

### **Assessment Recording and Reporting**

P level descriptors and the National Curriculum statements are used to assess which level a pupil is working at. In Key Stage 3 students have exercise books to keep all their work in. This work is differentiated according to the child's personalised learning targets. Key Stage 4 pupils are assessed according to the criteria of their entry level schemes. Evidence of pupils' work is kept in individual folders. Students in primary will have a minimum of one piece of work each term put into their evidence files or Learning

## Journeys.

Pupils' work is annotated and dated to record the amount of help they have had.

At the start of each topic, more able pupils look at the learning objectives for the concepts to be covered in the topic. They 'traffic light' each objective by assessing their prior understanding and set themselves targets for that topic. Throughout the topic the targets are re-visited and when a certain target has been worked on, pupils write the date in the 'when met' column. At the end of a topic, pupils revisit the learning objectives and assess how confident they now feel in their understanding.

Learning walls are used to display key vocabulary and examples of pupils' work.

Targets are set against pupils' previous learning and these are shared with parents and pupils through the form of the Personalised Learning Target.

CASPA is the data tool being used to track pupil progress over time.

## Resources

Humanities resources are available in the Humanities cupboard and Primary class bases. Resource boxes are available for most topics.

The subject Coordinators are Cara Collins (Primary) Rachel Copping (Secondary). They will monitor the delivery of the curriculum across the school and will provide the staff with advice and support. They will maintain an up to date list of available resources.

## Monitoring and review

This policy will be reviewed and updated by the co-ordinator every two years.

It will be monitored by the Deputy Head teacher and approved by the Governing body in October 16.

The Next review is spring 18 for approval in Autumn 18.