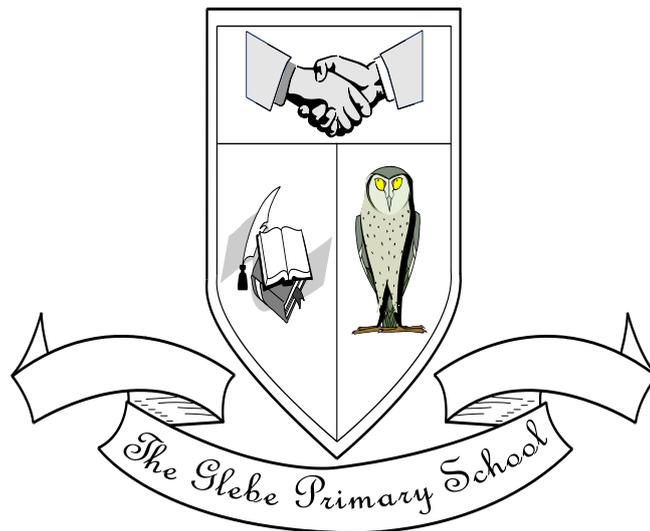


THE GLEBE PRIMARY SCHOOL

Humanities Policy



All staff in The Glebe Primary School are committed to 'safeguarding'

Humanities Policy

The Glebe Primary School is a Rights Respecting School.

Article 28: All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

1 Aims and objectives

Geography

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in 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. Lessons Teachers plan lessons based on the six key skills identified in the National Curriculum, e.g. communication, application of number, ICT, working with others, improving own learning and performance and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind.

The objectives of teaching geography at The Glebe Primary are:

- to enable children to gain knowledge and understanding of places in the world;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development, and an appreciation of what 'global citizenship' means;
- to develop in children a variety of other skills, including those of enquiry, problem-solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way.

History

The aim of History teaching here at The Glebe Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. 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 teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing,

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develop the six key skills as outlined in The National Curriculum: communication, application of number, ICT, working with others, improving own learning and performance and problem solving.

The objectives of teaching history at The Glebe Primary school are:

- to foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history, and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider European culture, and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

2 Teaching and learning style

2.1 We use a variety of teaching and learning styles in our History and Geography lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask, as well as answer, historical and geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT in lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' activities, for example research of a local environmental problem, or use of the Internet to investigate a current issue.

2.2 History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit local sites and places of historical interest such as Bede World, Beamish Open air-museum, Preston Park and Eden camp. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?', about information they are given.

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2.3 At The Glebe Primary School, we recognise that in all classes children have a range of ability, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- grouping children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using Teaching Assistants to support children individually or in groups.

3 Planning

3.1 At The Glebe Primary, planning is cross-curricular, ensuring full coverage of Key Stage 1 and 2 programmes of study from the new National Curriculum. We use a wide range of resources e.g. LCP, Hamilton Trust, Twinkl as a the basis for our curriculum planning in geography, but we adapt this to our local context, i.e. In Geography we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area e.g. Saltburn, Tees Estuary. In History visits to Captain Cook museum, local memorials, remains of the Saxon village in Norton, building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

3.2 Our curriculum planning is in two phases (long-term and detailed medium-term plans). Our long-term plan maps the History and Geography topics studied in each term during each key stage. The subject leader devises this plan in conjunction with teaching colleagues in each year group. Some topics have a particular historical or geographical focus, and in Key Stage 2 we place an increasing emphasis on independent historical study e.g. homework projects on Ancient Greece and Victorian England. We teach the knowledge, skills and understanding set out in the new National Curriculum through the corresponding programme of study. In most cases we combine work in other subject areas e.g. DT, Literacy, ICT, Music.

3.3 We use a range of resources as the basis for our medium term plans. This gives details of each session to be taught during the term. The subject leader reviews these plans on a regular basis. Our medium-term planning is on a two-year rotation cycle in Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. This way we ensure that children have complete coverage of the new National Curriculum, but do not have to repeat topics.

3.4 Each Key Stage team creates a clearly differentiated medium term plan. These plans list specific key skills, learning objectives and expected outcomes for each lesson. The class teacher keeps these plans in a class file and they are also saved on the school electronic system.

3.5 At The Glebe Primary School we plan the topics so children are able to build on prior learning. Children of all abilities have the opportunity to develop their skills

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and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

4 The Foundation Stage

4.1 In Foundation Stage, we teach History and Geography as an integral part of each topic covered during the year. We relate the historical and geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History and Geography make a significant contribution to the development of each child's knowledge and understanding of the world, through activities such as 'People who help us', 'Toys in the past' where they discover famous people in recent history, or discover the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives.

5 The contribution of geography to teaching in other curriculum areas

5.1 English

History and Geography make a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use during English lessons are geographical and historical in nature. For example, in Key Stage 1 we use the Katie Morag books by Mairi Hedderwick and 'A Sense of History', to develop and enhance the children's knowledge and understanding. In Key Stage 2 'The Highwayman' poem is studied as part of a unit of work. Children develop speaking skills through discussing historical and geographical questions, or presenting their findings to the rest of the class. Reports, letters and recording information will all develop children's writing ability. History and Geography also provides the opportunity for thinking and problem solving tasks. Teachers use a range of methods to encourage independent thinking e.g. De Bono's Hats. Drama and role-play is also used as an interesting approach to stimulate children's thinking.

5.2 Mathematics

The teaching of History and Geography in our school contributes to children's mathematical understanding in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance, and they learn how to use grid references. They also use graphs to explore, analyse and illustrate a variety of data. Children learn to use numbers when developing a sense of chronology through activities such as creating time-lines and through sequencing events in their own lives.

5.3 Personal, social and health education (PSHE) and citizenship

History and Geography contribute significantly to the teaching of personal, social and health education and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes, and to appreciate that

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racism is a harmful aspect of society. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others. Children have the opportunity to take part in debates and discussions. We allow them to organise campaigns on matters of concern to them e.g. At Harvest Time we raise funds for Africa. Thus geography at The Glebe Primary School promotes the concept of positive citizenship. Campaigns associated with our RRSA project e.g. Send My Friend to School and A Day For Change also contribute to our understanding of how people live in countries around the world.

5.4 Spiritual, moral, social and cultural development

We offer children at The Glebe Primary school many opportunities to examine the fundamental questions in life. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet.

Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others. History and Geography contribute to the children's appreciation of what is right and wrong by raising many moral questions. History and Geography enable children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today during the programme of study.

5.5 International School

The Glebe Primary School is committed to developing our children as responsible Global citizens and we work to develop partnerships with schools in European and non-European countries. Cross-curricular work involving art, music, DT, ICT and MFL is carried out each term and theme days such as The European Day of Languages, fund raising for African projects and the Send My Friend to School Campaign have become integral parts of our geography curriculum and sustain our commitment to The Full International Schools Award.

6 History and Geography with ICT

6.1 Information and communication technology enhances our teaching of History and Geography, wherever appropriate, in each key stage. This more than meets the statutory requirement for children to use ICT as part of their History and Geography work in Key Stage 2. Children use ICT to enhance their skills in data handling (climate, population or river data) and in presenting written work. They research information through the Internet, Espresso and present work in creative ways using Apple Mac software. We also offer children the opportunity to use the digital camera and video for project work and promote the use Internet partnership sites.

7 History and Geography, and inclusion

7.1 At The Glebe Primary school we teach History and Geography to all children, whatever their ability and individual needs. This matches the school's curriculum policy of providing a broad and balanced education to all children. We provide learning opportunities that enable all pupils to make good progress. We strive hard to

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meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

7.2 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. Assessments made by teachers against the National Curriculum allow us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

7.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to History and/or Geography.

7.4 We enable all pupils to have access to the full range of activities involved in learning History and Geography. Where children are to participate in activities outside the classroom, such as a visit to a river, archaeological dig etc. We carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

8.1 Children demonstrate their ability in History and Geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a *PowerPoint* presentation based on their investigations of different sources of energy. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

8.2 At The Glebe Primary we assess work in History and Geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. Once they complete a whole unit of work, we make a summary judgement of the work of each pupil in relation to the National Curriculum levels of attainment. We record the attainment grades in the child's 'Record of Achievement', and we use these to plan future work with that pupil, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

8.3 The History and Geography subject leader keeps samples of the children's work in a portfolio which shows the expected level of achievement in geography in each year of the school.

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9 Resources

9.1 At The Glebe Primary we have sufficient resources in our school to be able to teach a range of geography topics. We keep these resources in Year group/team areas. We also keep a collection of equipment which the children use to gather weather data, and a set of atlases for both key stages. In the library we have a good supply of topic books and a range of educational software, installed on the network system to support the children's individual research.

10 Fieldwork

10.1 Fieldwork is integral to good Geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

10.2 In Key Stage 1 we let all of the children carry out an investigation in the local environment. We give them opportunities to observe and record information around the school site and the surrounding areas of Norton and Billingham. In Key Stage 2 the children do a study of the local area and learn how to improve the environment using resources such as the Teesmouth field study centre on the Hartlepool Power Station site. They also compare the local area with other places around the world. Curriculum theme weeks focus work in the classes on specific countries linked to our International school work.

11 Monitoring and review

11.1 At The Glebe Primary the subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in History and Geography. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for History and Geography in the school. The subject leader gives the Head Teacher an annual report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. This report is then shared with Governors at the termly meeting on the full Governing body. We allocate special time for the vital task of reviewing samples of children's work, scrutinising planning, observing lessons in progress, interviewing children and for monitoring teaching in the subject.

11.2 This policy will be reviewed at least every two years.

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Special Educational Needs

At The Glebe Primary School we differentiate the curriculum in order to meet individual needs. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Gifted and Talented

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps us to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted and talented' according to national guidelines.

Equal Opportunities

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.

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This Policy has been approved by the Governing Body of
the Glebe Primary School

On:

To be reviewed: Autumn 2018

Chair of Governors:

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