



PARK GROVE SCHOOL



Humanities Policy - (Geography/History)

AIMS

- To develop children's confidence and interest in geography and history
- To develop children's understanding of historical perspectives and or local history
- To develop children's understanding of physical features and their formation
- To enable children to develop including similarities in a wide range of contexts and representations.
- To teach lessons which are underpinned by curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- To teach lessons with small steps to promote deep understanding.
- To make connections between cultural or physical environments

These approaches are to provide all children with full access to the curriculum, enabling them to achieve confidence and competence

OBJECTIVES

Pupils should:

a) experience a variety of teaching styles to include:

- whole class teaching (grouped by ability or mixed ability)
- mixed ability teaching
- group work
- paired work or talk partners
- individual work

b) learn through enquiry-

- what do we know? what do we want to find out?
- use problem solving and reasoning questions
- practical activities - through ignition days to hook learning
- different representations using resources, google classroom or investigations
- consolidation and practice (independent tasks)
- discussion, building on links and patterns with prior learning
- collaborative group work
- self and peer assessment
- Trips and local field work or outdoor work in the school grounds#
- links to local communities and local museums and local history

c) be provided with challenging work appropriate to their abilities

d) have access to a wide range of resources to include:

- practical resources to support practical activities (resources)
- published materials including - artifacts, textbooks and workbooks
- Chromebooks
- workshops and local amenities

GENERAL CONTEXT

Planning

All planning is based on the framework provided in the National Curriculum 2014 and the Early Years Outcomes document. Long term plans show topic covered on a three year or four year cycle across

the key stages. The core objectives are broken down on the medium term plans for each year group (covering a year, split into 3 terms). All teachers are provided with key objectives by the Humanities leader. Progression maps show how each subject develops progression of skills through the topic work.

Assessment & Recording

Teacher assessment is an integral part of teaching and is used to inform planning.

Assessment sheets are created for each topic and used to record progress. These are in the front of the children's books. Assessment highlights gaps in knowledge and presents a judgement of where the children are in relation to their current learning and year group objectives.

Reporting

Parents are informed of children's progress in topic through

- informal discussions
- Creative Curriculum books
- parents' evenings
- annual reports

Marking/Presentation

New marking policy using 'live marking' to be completed for each piece in books. Comments using a pink pen. After lessons a positive comment using a green pen may be completed. Children respond to comments either showing improvements in the lesson or further challenges after the lesson.

Cross Curricular Links

Humanities is taught through topic work and other curriculum areas such as science/DT where appropriate. There will be an annual topic enrichment day and 'Ignition' trips/events at the start or following completion of a topic.

MONITORING & EVALUATION

Implementation of this policy will be monitored by the Humanities Subject Leader

LINKED POLICIES

Marking Policy, Assessment policy, Assessment schedule

REVISED BY: Vicky Hearson

DATE May 2021

NEXT REVIEW: May 2023