

Woodlands Academy

Humanities Policy 2020-2021

We equip learners with the skills to be able to learn from and interpret the past and better understand the world around them.

WOODLANDS ACADEMY

Aims / Ethos

All pupils in our school are entitled to receive a broad experience in the studying of Humanities. The humanities teach them key skills that will benefit them in all aspects of their lives from critical thinking skills to a better understanding of the world around them.

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

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.

At Woodlands, we believe that history and geography are so closely linked that they are best led and planned jointly. Both subjects help children understand similarities and differences between societies and cultures and the impact of changes on people and places. Lessons therefore are reliant upon each other to support and reinforce learning through some shared projects and topics.

Some history and geography units are directly linked, for example Poland - Polish culture and Polish history, and would be taught together in the same term. However, we do not believe in making tenuous links when it would be more appropriate to teach a history or geography topic discretely. In either instance, medium term planning is written by both subject leaders together.

We believe in a "hands on" active approach which sparks pupils and teachers enthusiasm and interest, and deepens their understanding.

"I hear and I forget, I see and I remember, I do and I understand."

(Ancient Chinese Proverb).

Principles and Values

This policy is based on our commitment to:

- Fairness
- Proactive thinking
- Building skills and knowledge based on sequential learning
- Excellence
- Respectfulness
- Reducing negative behaviours
- Supporting personal development and independence in thought and deed

Good teaching and learning linked to a well thought out curriculum will lead to reduction of inequality.

The key principles of Humanities include the following -

- To develop an understanding and interpretation of the local, national and global history.
- To develop a sense of time and understanding of History in its chronological setting and to help pupils to develop geographical knowledge and understanding of the world around us.

Principles and Values (continued)

The key principles of Humanities include the following -

- To develop practical skills of first and second hand investigations and research and introduce pupils to the process of geographical and historical enquiry.
- To transfer key skills of investigation across the curriculum and beyond
- To develop an interest and enthusiasm for the study of the past and the key events that have shaped our history and the wider world's.
- To enable pupils to recognise that Geography is the study of people and places and the interaction between them and develop an awareness that the past has lessons for the present and future.
- To build and use a wide range of geographical and historical vocabulary
- To integrate fieldwork / trips as an important part of the enquiry process.
- To help pupils deal, openly and sensitively, with issues of environmental change and sustainable development.
- To use a variety of resources, including ICT to develop better understanding of our world and the past

Procedures and Practise

Definition

Humanities - Geography and History are essential parts of the National Curriculum. They provide a means of exploring, appreciating and understanding the world in which we live and understanding how it has evolved.

Geography explores the relationship between the Earth and its people. Geography stimulates curiosity and imagination and we aim to build children's geographical awareness by developing key skills, understanding and knowledge of the world.

History is about developing an awareness of the past, through teaching about people, events and changes. Children should develop a chronologically secure knowledge and understanding of local, British and world history.

Historical study is a process of enquiry. Using the evidence available to us, we can draw conclusions about what life was like in the past and gain a better understanding of the world today.

Equal Opportunities

We value equal opportunities for all of our children and believe that all resources should be fully accessible to all learners, especially those with special educational needs and disabilities.

We aim to provide a growing range of resources to all pupils, meeting a diverse range of individual needs. This is regularly monitored regardless of age, ethnic background & ability.

We fully embrace all technological developments which further enable pupils to study geography and history including online resources, iPads and virtual learning.

Values	Humanities can provide	Evidence
Democracy	<p>We look at concepts such as democracy as a part of humanities lessons. We cover such concepts as democracy in a range of projects especially in history lessons and compare democracies with other forms of government.</p> <p>We will also embrace democratic values as a part of group sessions and some activities where pupils will have a voice and vote on some key issues.</p>	<p>Pupils will work together on projects and have a voice when it comes to choosing certain activities and means of completing their work. They will also be able to vote on some issues and take part in class discussions around subjects such as the environment and climate change.</p> <p>Pupils will learn about how democracy works and be able to compare it to other forms of government such as autocratic rules under a monarch and also other forms of government.</p>
The Rule of Law	<p>Pupils learn about rules as a part of lessons and respect each others rights by listening to them and taking part in whole class discussions on a range of topics.</p> <p>Pupils will look at laws regarding a range of issues and consider the importance of the rule of law in maintaining a safe and secure society.</p>	<p>Pupils will develop a good understanding of the need to have the rule to maintain a safe and secure society.</p> <p>We will look at discuss different societies and consider how the rule of law is applied.</p> <p>WE will compare and contrast British values regarding the rule of law with other societies who apply laws differently to us.</p>
Individual Liberty	<p>We promote the notion of individual liberty in Humanities and understand that these notions are not available to everyone.</p> <p>We understand that there are different countries where there are curbs on individual's freedoms. We will compare and contrast the liberties we take for granted in the UK with other countries and societies which do not respect individual liberties.</p>	<p>Through humanities lessons pupils are taught about the liberties we possess in the UK and are able to compare and contrast that with other nations that do not share these same values.</p> <p>We promote a good understanding of the importance of individual liberties and also the need to respect the rights of others. We look at issues / topics where these come into conflict and discuss what the solution should be - how far should individual liberties be taken?</p>
Mutual Respect and Tolerance	<p>Humanities lessons foster and encourage pupils to show respect and tolerance for others through their study of the past and the world around them.</p> <p>They look at key issues such as respect the environment and consider how they can actively protect their environment from the threat of pollution.</p> <p>Pupils also engage in regular international project work with schools from around the world. They work together and share their findings with each other in a respectful and tolerant manner celebrating similarities and differences in each others cultures.</p>	<p>Pupils engage in regular discussions about different subjects and show respect and tolerance for each other by listening and taking it in turns.</p> <p>Pupils look at key issues such as climate change and consider how they can best preserve the environment for the future and demonstrate respect and tolerance for all living creatures.</p> <p>Pupils also undertake project work regarding international activities and work together with other schools on subjects including global happiness and learn from each other in what ways we are similar and in what ways we differ both culturally, socially and religiously.</p>

Procedures and Practise

Health and Safety

We believe in creating a safe learning environment for our pupils and to this end all health safety policies are followed accordingly. Humanities is taught in individual class rooms predominantly and all health safety rules are observed to reduce risks and keep learners safe at all times.

When we use the ICT room or other subject specific rooms we follow their rules to ensure that all working environments are safe for learners.

Pupils will be made aware of -

- Hazards and risks to themselves and others when in classes including - IWB, iPads and laptops
- The steps they take to control risks eg. Rules for the Internet, Rules for the IWB.
- The action to be taken if risks occur
- How to manage their environment to ensure health and safety of themselves and others.
- How to report any problems or potential dangers to members of staff immediately

Planning

All planning for the teaching of humanities is published at the start of each academic year. It breaks down individual teaching units by term and is available to all parents and pupils.

Subject leaders refer to the New National Curriculum to ensure appropriate coverage of the breadth of study. The suggested units have been used to aid planning, but we do not believe in relying solely on these. In many cases, medium term plans are original and written by the subject leaders to be more active, purposeful and exciting for pupils and teachers.

Teaching for Humanities is undertaken by individual teachers and shared by them. It is overseen and supervised by the Head of Humanities.

Our previous project work (Achieving Success in History and Geography) for example is completely original and written in school to ensure that our planning is appropriate and differentiated for the needs of our pupils.

More detailed planning grids are also produced and are freely available upon request to all parents and carers. Planning may change given the current situation with COVID19, therefore the existing plans may have to be changed at short notice given the changes to guidance to ensure the safety of all students and staff members in school.

Differentiation

All geography and history lessons encompass a range of skills, activities and tasks. They are aimed at pupils with differing levels of ability and preferences for learning styles.

We try to engage all learners with activities that require different key skills and are pitched at a challenging but achievable level of difficulty. The work is differentiated for both those gift and talented pupils but also those who require extra help and support.

The differentiation varies in different lessons from targeted support and use of support staff which is primarily aimed at pupils with identified needs such as dyslexia and other weaknesses with literacy skills. To different tasks and activities which pose a similar level of challenge but are more suitable for the needs of pupils with different needs.

Procedures and Practise

Teaching and skills

We believe that studying humanities can enable our learners to better understand the past and the world around us. With a better knowledge and understanding we are keen to promote life long learning and developing skills which will be useful in later life. When they leave the academy they should be able to use these skills to interrogate information wherever they find it and consider it's reliability and voracity. They should also ask questions of why events are happening and what may occur as result.

The key historical skills and values we foster are -

- Helping children to understand the present in the context of the past and promoting their sense of chronology.
- Encouraging pupils to empathise with people of the past through role play, and to respect and celebrate differences.
- Further developing children's historical enquiry skills through using and evaluating evidence, asking and answering questions.
- Supporting them in working together to research topics, prepare arguments, organise events and present their findings in variety of ways.
- Enriching and supporting other areas of the curriculum including literacy, PCC, ICT and Art.

The key geographical skills and values we foster are -

- Helping children to make sense of their own surroundings through learning about their own locality and the interaction between people and environment
- Developing an interest in the wonder of the world, including an appreciation of ethnic, cultural and economic diversity.
- Further developing the geographical skills necessary to carry out effective geographical enquiry.
- Appreciating a sense of responsibility towards the environment and an understanding of the human impact on the natural world.
- Understanding the importance of protecting and preserving our world for the benefit of future generations
- Enriching and support other areas of the curriculum including literacy, PHSRE, ICT and Science.

These are the aims that we hold for all our pupils so that they have a range of subject specific skills and abilities which will enable them to go on and achieve in the future.

Our pupils should be able to better understand the past and have learnt lessons from what has gone before. They should be able to interpret different sources of information and question them to find out has happened and why. They should also be able to learn about the world around them. They should learn about the physical and human features that make up our local, national and international environment. They should have a knowledge of key issues facing the world such as climate change and know what the potential consequences are for our future.

Procedures and Practise

Organisation

Humanities is split into two subjects and delivered accordingly. History and Geography are taught discretely though every effort is made to dovetail the subjects to ensure continuity and reinforce prior learning. In a regular year students learn history and geography in alternate terms.

Humanities is delivered by the head of Humanities in key stage 3. At Key stages 1 and 2 it is taught by individual class teachers. It is not currently taught at Key stage 4. There are therefore no accredited courses available in History

Parent Partnership / Homework

We believe strongly in the importance of working together with parents and the wider community to enable our students to achieve success.

We encourage our parents and carers to be kept well-informed of all developments in our Academy. All new developments are discussed in regular posts on the Academy website.

Homework is given to learners on a voluntary basis and is designed to be appropriate to the needs of everyone. All learners who complete their homework are rewarded for their efforts through the academies rewards system.

Resources

There are a huge array of humanities teaching resources available to both students and teachers alike in the shared area. These assist specialist and non specialist teachers alike.

There are some resources boxes for some aspects of the humanities curriculum and individual resources which are available to support teaching. We encourage the use of artefacts and hands on learning as it particularly helps those learners with significant needs.

We also use a range of online resources and virtual learning tools to support learning.

Assessment

There is a whole Academy approach to assessing all aspects of Humanities ability. Pupils' skills are assessed informally during lessons and all progress is recorded.

We employ both formative and summative assessments to inform next steps and future learning.

Students are regularly tested during lessons based upon previous learning. Their performance is used to inform the teaching and learning to ensure all students understand the topics set.

New targets are in the folders of all pupils and discussed with learners as the need arises. They are updated regularly to ensure they are accurate and provide the next steps necessary for pupils to progress.

All progress is recorded and entered into the Classroom Monitor system. Achievement is tracked across the school and all pupils are expected to get two points of progress over the academic year.

There are no formal accredited courses available currently in History or Geography as it is not taught at key stage 4.

Monitoring and Evaluation

Monitoring

To ensure consistently high standards of achievement there will be regular monitoring and observations of humanities lessons. This will include an array of strategies to ensure that the policy is consistently applied and the quality of all work is rigorously tested.

There will be regular teachers meetings between the head of humanities and humanities teaching staff to ensure that consistently high standards are adopted throughout academy.

Learning walks and lesson observations will also be undertaken on annual basis for quality assurance purposes. There will also be regular moderation meetings to ensure that the levels achieved and the expectations of progress are consistently applied in all lessons.

Data Reviews

Data is reviewed either termly or half termly and entered into the classroom monitor system. All data is recorded and this used to inform key decisions about teaching and learning going forward. Specifically where there are areas of weakness for example and limited progress, interventions will be put in place to ensure all students are making consistent levels of progress.

The head of humanities will review all data to ensure that all the students are making expected levels of progress and interceded where necessary.

Marking and Feedback

Humanities work is regularly marked and reviewed by teaching staff. This is used to inform decisions about what work needs to be undertaken or repeated during lessons to ensure all students fully understand the work undertaken. Feedback is given both verbally and is also written down on some work.

All marking and feedback is undertaken according to the marking policy, please see this for a specific breakdown.

Moderation

There will be regular moderation meetings internally between the head of humanities and other humanities teachers to ensure a consistent approach to the teaching and assessment of humanities throughout the Academy.

We are committed to quality assurance across the academy and we wish to ensure that the teaching and moderation of humanities is consistently highly delivered.

Progression

The pupils make throughout their time at Woodlands is carefully planned to ensure progression. Pupils begin their learning journey in primary school and have a curriculum which starts to teach pupils the key skills necessary to become young geographers and historians.

As pupils move through the key stages the work is designed to build upon previous units studied to ensure that they are progressing and developing ever greater skills and broadening their knowledge base. This is achieved by coordination between both primary and secondary teachers and within the supervision of the head of department.

Monitoring and Review of the Humanities Policy

This policy is regularly reviewed and updated by the head of humanities . They are primarily responsible for the monitoring and implementation of the policy.

All humanities teachers and other staff are responsible for the implementation of the policy in their humanities lessons. See Appendix 1 for a summary sheet which is shared with staff and learners alike.

This policy should be read in conjunction with the marking policy and other specific policies (e safety policy whilst working online for example).

Governor approval and Review dates:

The full governing body approved this policy in Spring 2021.

It is due for review by July 2021.