



# Humanities Policy

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Chair of Trustees	_____



## Definition

The Iffley Academy believes Geography and History are essential parts of the National Curriculum and our students' curriculum offer. Both subjects, referred to collectively as Humanities, offer a means of exploring, appreciating and understanding the world in which we live and encourages learning about ourselves.

*"Geography is a subject that holds the key to our future."* Michael Palin

Geography is a varied subject which explores the relationship between the Earth and the people who inhabit it. This subject engages imagination, curiosity and encourages consideration. We aim to build students' geographical understanding by introducing and reinforcing key skills and knowledge of the world, whilst continuing to develop an interest and passion for global knowledge.

*"There is nothing in the new world except the history you do not know."*

Harry S. Truman

History is about developing an awareness of the past, through teaching about people, key events and important changes. We aim to develop a chronologically secure knowledge and understanding of local, British and world history that will, in turn, develop an understanding of what life was like in the past and gain a better understanding of the world today and our place within it.

## Aims

The students are encouraged to:

- Acquire a passion for geographical and historical knowledge, understanding and skills.
- Develop students' understanding of basic subject specific vocabulary within the humanities subjects.
- Develop a curiosity and fascination about the world and its people, gaining a coherent knowledge and understanding of Britain's past and that of the wider world.
- Develop an increased sense of identity through learning about the United Kingdom and its relationships with other countries as well as local studies.
- Develop knowledge and understanding about diverse places, people, resources and natural and human environments.

- Develop an informed concern about the quality of the environment and the future of the human habitat and enhance their sense of responsibility for the care of the Earth and its people.
- Develop a chronological framework for their knowledge about significant events and people.
- Have the opportunity to deepen understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Increase proficiency and confidence to ask relevant questions, think critically, weigh evidence, consider arguments and develop perspective and judgement.
- Identify and explain how the Earth's features are shaped, interconnected and change over time
- Understand more about the past and develop an understanding of the way of life and cultures of people in different times and societies.

## **Objectives**

The objectives of teaching Humanities are to enable our students to:

- Feel positive and confident in their ability to approach new topics and tasks.
- Develop and nurture an interest in our world at a local, national and global level.
- Develop the skills to understand the world in which we live in.
- Be provided with rich and enjoyable experiences that encourage a love of learning.
- Have equal opportunities regardless of race, gender, ability and economic background.
- Have access to the national curriculum and relevant qualifications.

## **Curriculum Planning**

Schemes of work are produced by experienced class teachers on a shared and rotation basis to ensure variety and a reflection of the needs of their specific gallery. The medium term plans are then adapted by each individual class teacher to ensure the needs of each learner are met within lessons. In lessons, a variety of approaches are used to ensure continuity and progression. Lessons will include whole class teaching, group work and individual work and reflect the Iffley Academy approach to delivering outstanding teaching and learning.

Planning is comprehensively supported by a using wide range of differentiated resources with an emphasis on providing hands-on experiences for the students, including loaning artefacts and organising off-site visits to the wealth of local museums. Fieldwork is also carried out within the school grounds and around the local area, when appropriate.



In order to achieve the objectives of the Geography and History Curriculum, subjects are taught through a thematic approach to learning on a rotation basis. The topics are planned to cover the National Curriculum Programmes of Study for Geography and History and link closely with the B Squared online assessment tool. (See Whole School Curriculum Overview and curriculum policy)

Termly plans within the Tate and Louvre galleries begin to embed key Historical and Geographical skills which are further developed in the Guggenheim gallery. Within this Key Stage 4 gallery, Humanities is delivered as part of the students' Skills for Life curriculum and provides an Entry Level qualification.

### **Organisation of teaching**

In Tate and Louvre galleries Humanities is a key part of the exploration of the termly topic and will rotate between History and Geography.

There are additional opportunities for Humanities to be explored with other curriculum offerings such as the Art Awards and some SMSC assemblies.

In the Guggenheim gallery, students work towards an Entry Level pathway in Humanities, which encompasses History, Geography and RE.

In the MCA some Humanities themes are covered in PSHE and within enrichment opportunities.

### **Differentiation**

At the Iffley Academy students are grouped mainly by stage rather than age, but we recognise that within all classes there is a wide range of abilities and preferred learning styles. To ensure accessibility for all students, all plans and delivery strive to include:

- A wide and varied repertoire of activities.
- Tasks and activities which are open ended, and allow for differentiation to occur through outcome.
- Tasks which can be completed in a variety of different ways, e.g. verbal, pictorial and written
- Grouping students flexibly within the classroom and setting different tasks for each group.
- Offering a range of activities to be undertaken for each objective, enabling student-led differentiation and sense of challenge.
- Opportunity for peer support and encouragement.
- Opportunity for staff support to extend the work of individuals.

### **Assessment and Recording**

Assessment is built into lesson planning, with a strong focus on assessment for learning that involves students in self and peer assessment. Learning passports provide opportunities to involve the students in evaluating their progress at the end of every lesson. Students are often given immediate feedback orally. The range of marking provided includes formative, diagnostic,



evaluative and summative. We have formal baseline assessments, using B Squared, during September and at key points throughout the year. The school staff work together to monitor work and assessments in formal moderation meetings.

Within the Guggenheim gallery students work towards a WJEC humanities pathway accreditation, gaining an entry level two or three. The course offers a range of modules in History, Geography and RE. Students work towards the qualification by completing class based course work that is marked by the class teacher, moderated by the gallery team and sent to the exam board as examples.

### **Social, Moral, Spiritual and Cultural (SMSC)**

The Humanities curriculum offers our students many opportunities to develop their sense of self, identity and place within the world. Students are exposed to the viewpoints of others whilst looking at different historical and geographical sources; this encourages questioning and conversation about their own self-understanding. They develop cultural awareness through exploring different cultures around the world and throughout history. This supports students to create an understanding of their own identity and place in society whilst developing their own sense of self-worth.

### **English**

Humanities contributes to the teaching of English in our school by encouraging students to ask and answer questions about the topic and their work. They have the opportunity and are encouraged to share views and opinions on topics. Within class students are encouraged to access texts by using Sound Reading strategies to support their reading and written work.

### **ICT**

ICT can enhance the delivery of Humanities when appropriate. Students are encouraged to record their work, using iPads to record debate or observations and complete historical and geographical research. ICT is also used to enable students in the Guggenheim to complete coursework.

### **Health and Safety**

All staff are aware of the Health and Safety aspects of an activity when planning and carrying out fieldwork and/or educational visits, whether on the school site or further afield. Appropriate risk assessments should be undertaken when necessary and the procedures for the approval of all visits must be followed.

### **Monitoring**

The Senior Leadership Team and where appropriate, the Curriculum Learning Managers, monitor the planning and delivery of the curriculum in the following ways:

1. Whole school learning walks
2. Subject specific learning walks
3. Planning moderation meetings
4. Subject specific moderation meetings
5. Subject specific book scrutinies
6. Governor learning walks
7. Lesson observations



8. Progress data analysis
9. External moderation e.g. SEND review, Exam board verification visits
10. Raising Achievement Plan interim reviews

The Iffley Academy governing body monitors the implementation of the curriculum and receives termly updates via the Teaching and Learning Committee.

**Policies which support the Humanities policy:**

- Teaching and Learning policy
- Religious Education policy
- Spiritual, Moral, Social and Cultural policy
- Curriculum policy
- Assessment policy
- SEN policy
- Equalities policy