

**St Monica’s Catholic Primary School**

**Hoxton Square, London N1 6NT.**

**Humanities Policy**

**Agreed by the Governing Body in:**

**November 2014**

**Review Date: October 2016**

**Person(s) Responsible**:

**Humanities Co-ordinator**

**St Monica’s Catholic Primary School**

**Humanities Policy**

**History and Geography**

At St Monica’s, history and geography are approached in a practical, cross-curricular manner.

HISTORY:

At St Monica’s, we believe that learning about history offers children the opportunity to gain an understanding of the past, with relation to themselves, their families, community and the wider world; and consider how the past influences the present. History skills, knowledge and understanding are taught through a topic-based curriculum in KS1, KS2 and Foundation Stage.

**Aims:**

* To provide a programme of work that is suitably differentiated to meet the needs of all children;
* To plan for lessons that are varied and challenging and promote historical enquiry;
* To develop within our children a sense of chronological understanding, relating to major historical periods, events and people;
* To give children access to a range of sources of information to aid their developing historical enquiry skills;
* To identify different ways in which the past is represented;
* To provide work that covers local, national, European and world history topics in line with the requirements of the National Curriculum;
* To make use of local museums, sites and speakers wherever possible.

GEOGRAPHY:

The child is the explorer and their task is to progressively discover the world around them. The study of geography should be exciting, enjoyable and relevant to the explorer. It should promote success and generate feelings of worth and wonder. St. Monica’s philosophy is that whether linked with other subjects, or taught discretely, geography provides a range of experiences and achievements, which contribute to the richness of children’s lives.

**Aims:**

We aim to help our pupils to:

• become aware of, and understand, their personal position in space;

• become aware of, and interested in, themselves and their immediate surroundings;

• explore local and then wider environments;

* Develop an interest in, and knowledge of places and people beyond their

 immediate experience, as well as acquire geographic skills, including how to use,

 draw and interpret maps.

**Planning:**

* History andGeography are taught within St Monica’s cross-curricular approach
* Teachers work together in phase groups and in consultation with the Humanities

 Coordinator to ensure continuity and progression in both the concepts and skills taught between year groups.

* Differentiation can be provided in a number of ways: by outcome, by adult support provided, by differentiating resources, by differentiating through planning. Teachers differentiate in short term planning in the way in which is considered most appropriate for the child, group or objective being taught.

**Assessment:** Teachers assess children’s work in geography both by making informal judgments as they observe during lessons and by carrying out formal assessments of work, gauged against specific skill-based learning objectives and learning objectives set out in the National Curriculum. All work undertaken in children’s Humanities’ books is marked in accordance with the school’s marking policy.

**Special Needs Provision:**

The SEND Coordinator liaises with the Humanities Coordinator and class teachers to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and are regularly reviewed. Where resources permit, it will be the school’s policy for Teaching Assistants to provide extra support for the SEN group.

Any Educational Health Care Plans (EHCPs) will be linked, where appropriate, to the suitable Year group. Teachers will be mindful of the individual needs of the children and differentiate questions and activities to allow all children access. Please also refer to the SEND Policy.

**Gifted and Talented children:**

The Gifted and Talented Coordinator will liaise with the Humanities Coordinator and class teachers to ensure individuals’ needs are met and that appropriate targets are set and reviewed regularly. Teachers will be mindful of the extra needs of gifted and talented children and will differentiate questions and activities to allow for further progression and challenge. Please also refer to the school’s Gifted and Talented Policy.

**Resources:** History and Geography resources are stored in both in individual classrooms and in the PPA Room. The resources are organized into labelled topic boxes.

**The Humanities Coordinator:**

The role of the Humanities Coordinator involves: modelling good practice; being responsible for the upgrading and ordering of resources and arranging for their storage; keeping informed about developments and new initiatives to support the teaching of history and geography and ensure staff are informed; auditing needs and organise staff training; training staff in teaching and learning of literacy; monitoring planning on a termly basis with the head teacher; scrutiny of books and lesson observations with constructive feedback; supporting teachers in planning and using resources; organising an annual geography/sustainability themed week in collaboration with other staff; updating the school policy when necessary.

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| **Agreed by the Governing Body on** |  |
| **Review Date** | Summer 2016 |
| **Person(s) Responsible** | Humanities Coordinator  |