



Falconbrook Primary School

Humanities Policy

EFFECTIVE 1 NOVEMBER 2020

Introduction

This policy outlines the teaching, organisation and management of humanities taught and learnt at Falconbrook Primary School.

Intent statement for teaching Humanities

Humanities is taught through units where each topic acts as the driver and topic is taught through multiple areas of the curriculum. Experiences are provided and children work towards an end outcome.

Knowledge is taught through the development of skills with an emphasis on creative and practical approaches towards learning.

Children are expected to ask questions and think critically. They are engaged and excited by learning and are able to re-call key knowledge and facts from current and previous topics. Links are made within topics to retain and secure previous knowledge. Where possible links are made to the Falconbrook school values of respect, equality, kindness, responsibility, determination and honesty.

Teaching and Learning

History, Geography and RE units are taught throughout the year and across the curriculum. English and Reading texts can be selected that link to the topic and provide opportunities for further learning.

All Humanities units begin with a planned initial experience and learning is directed towards the end outcome.

Each unit includes knowledge taken from the National Curriculum or Wandsworth SACRE and is appropriate to each key stage/year group. RE units are an equal balance of learning **about** religions and beliefs and learning **from** religions and beliefs. Both strands have a focus on developing pupil's understanding of diversity and appreciation and respect of the similarities and differences of different faiths and cultures. Teachers reference the key principles of the six major religions in the long term planning to support the planning of each unit.

Knowledge is taught through a variety of skills. The skills are planned to be progressive across the school.

In order to motivate and engage pupils whilst promoting good progress, knowledge and skills are taught using creative teaching and learning methods where possible. At least 50% of all Topic lessons should demonstrate this approach. Creative approaches can include:

- Discussions
- Debates
- Role play/drama
- Recreating experiences
- Making/creating models
- Using technology to explore different ideas

Knowledge Organisers are used to support learning and referenced in all Humanities lessons.

Initial experiences and End Outcomes

The initial experience provides the children with an introduction to the topic and the knowledge they will acquire. Initial experiences may include a trip, a planned activity, drama experience or a creative opportunity.

End outcomes are shared with the children at the beginning of the topic and give children the opportunity to see what they are working towards. End outcomes may include presentation of work, a performance/assembly, trip, creating a product etc.

Key Stages 1 and 2

During a humanities unit, 2-3 Topic lessons a week are taught alongside cross curricular learning in English/Reading/Art etc. Topic books are used when appropriate, however there is no requirement for books to be used within lessons/units. When teaching creatively, planning and photographs (saved to the system) provide suitable evidence for learning.

EYFS

In the Early Years, children learn about the world around them through investigating and exploring. They develop their understanding of themselves, geography, people and communities.

Assessment

Formative assessment strategies are used regularly throughout Humanities lessons. Key knowledge and skills provide the basis for assessment for units.

For more information see Teaching and Learning policy.

Homework

Knowledge Organisers form the basis of the 'Homework projects'. For each unit, children will be required to create a homework project to be shared with the class in a 'Celebration of Homework' session.

For more information see the Homework Policy.

SEND and Equal Opportunities

We ensure all children have equal access to the curriculum, regardless of gender, race, religion or ability. Teachers, along with the SENCo, identify ways to support children with specific learning needs to participate and make progress within Humanities lessons. There is a focus on explicitly teaching vocabulary to ensure that all children can access more challenging, topic specific vocabulary.