



Humanities Policy September 2019

incorporating History and Geography and British Values

Geography and History

Geography

At East Hoathly and Chiddingfold and St Mary the Virgin Primary Schools we believe that through the study of Geography children learn about places, the human and physical processes which shape them, and the people who live in them. Skills developed through Geography help pupils make sense of their surroundings and the wider world. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment. At Pioneer Schools pupils learn to use skills specific to geographical enquiry, including fieldwork and map skills.

History

History develops pupils' curiosity about the past in Britain and the wider world. Pupils can find out what past societies were like and how they were organised. They begin to develop a chronological framework for significant events and knowledge of people. Through finding out about the range of human experience, pupils start to understand more about themselves.

"How do you know who you are unless you know where you've come from? How can you tell what's going to happen, unless you know what happened before? History isn't just about the past. It's about why we are who we are - and about what's next." Tony Robinson

Pupils have the opportunity to find evidence, weigh it up and share their own conclusions in a variety of ways.

Aims

Geography teaching offers opportunities to:

- Stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface;
- Foster children's sense of awe and wonder at the beauty of the world around them and give them an appreciation of the cultural and economic diversity;
- Help children to develop an informed concern about the quality of the environment and the future of the human habitat;
- Enhance children's sense of responsibility for the care of the Earth and its people;
- Develop a sense of identity through learning about the U.K. and its relationships with other countries as well as local studies; and
- Learn to use skills specific to geographical enquiry, including fieldwork and map skills.

History teaching offers opportunities to:

- Help children understand the present in the context of the past;
- Introduce pupils to historical inquiry through studying historical evidence and asking questions and problem solving;

- Help pupils develop a sense of chronology;
- Help pupils interpret history using a variety of sources;
- Develop the ability to communicate historical knowledge in oral, written and visual forms using an appropriate vocabulary and techniques; and
- Support and enrich other areas of the curriculum.

Content

Historical knowledge and understanding, develops when children have the chance to work with a wide and rich range of historical resources. Children need time to visit historical sites and museums, to research in detail and to represent and recreate the past in a variety of ways including drama, roleplay, writing and artwork. Children are then given the opportunity to present their work in a class assembly. A topic-based approach helps to support cross curricular writing, ensure depth of work and to allow for a balance of different types of history work as children move up the school. Our school teaches History and Geography through topics which last for a term. The History topics cover a range of eras for example, Great Fire of London, Victorians, Ancient Greeks and World War II. Geography topics include maps and change in our local area, protecting our world, farming and these ensure that geographical enquiry and skills are used when developing knowledge and understanding of places, patterns and processes, environmental change and sustainable development.

Where possible, children will visit sites and places in order to develop fieldwork techniques, to compare and contrast localities and to further develop understanding of their place in the wider world. The local area is used to introduce many Geography units. Children study the locality thinking about houses, environmental issues and what the area they live in is like. We believe children need to know about where they live before they can compare it with somewhere else.

Over the academic year, Geography planning and teaching should cover elements of human, environmental and physical geography. In History each year's work is expected to develop a good knowledge of chronology of British, local and world history. ICT is used for research and presentations. The children are introduced to Google Earth and related sites.

Early Years Foundation Stage

In the reception classes History and Geography work is covered by the objectives set out in the Early Years Foundation Stage curriculum. Activities are planned to give children opportunities to meet the 'Understanding The World' Early Learning Goals as well as making links to the other Prime and Specific Areas of the Early Years Foundation Stage. Children's learning is recorded through photographs, observations and some written recording when appropriate.

Equal Opportunities

In line with the school's Equality Policy and Plan, we endeavour to provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures. We also ensure that we teach and model tolerance of and empathy for others. We ensure children understand that they have a voice and contribute to our school, local, national and global communities. We are looking to further develop links with other schools in the UK and internationally as well as local community organisations.

Monitoring and Assessment

Planning and Book audits are carried out during the year as well as pupil voice discussions with children in each class. The co-ordinator also carries out a learning walk to evaluate the use of history and geography within classrooms. Evidence of on-going work is also gathered through class assemblies, school trips and displays. Children's work in History and Geography is assessed by making informal judgements. This is done through on-going observation and on completion of a piece of work the teacher marks and sometimes comments on the children's work. Progress in humanities is reported annually to parents in end of year reports.

Resources

Resources are kept, stored and audited by the co-ordinator. Many of the topics currently taught in KS1/2 are supported with online resources and topic boxes. The classrooms contain a good supply of books and resources and each term, class teachers encourage parents and carers to bring in any resources that they have to share. Links are also made with members of the community to use their wealth of knowledge about the local area.

British Values

Schools are required to promote the spiritual, moral, social and cultural (SMSC) development of their pupils. As part of this, our schools actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs

As a result of this promotion of British values, we provide opportunities for pupils to gain:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combating discrimination

Our schools promote British values by:

- Including age-appropriate material in the curriculum on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain in comparison to other forms of government in other countries.
- Making sure that all pupils within the school have a voice that is listened to through our 'Pupil Governor' group of elected representatives as well as a 'worry box' and 'bubble time' for children to talk to adults on a 1:1 basis.
- Demonstrating how democracy works through actively promoting democratic processes, such as the elected 'Pupil Governors'.
- Organising visits to local councils, Parliament and places of worship, and encourage contact with those in political or local office.
- Using opportunities such as general or local elections to hold mock elections to teach pupils how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- Considering the role of extra-curricular activities, including any run directly by pupils, in promoting fundamental British values.

Fundamental British values are reflected in each individual school vision and implemented effectively through daily routines. Our schools expect that all pupils, parents and staff will adhere to these values and will take appropriate steps to ensure that these are upheld.

Ofsted Schools Inspection Handbook 2019

Cultural capital

Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

Personal Development

'developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance'