



# Dorothy Barley Infant School

## Humanities Policy

**This policy was written on:**

**Date:** November 2019

**By:** Nicola Branch

**Policy will be reviewed on:** November 2021

**This policy was ratified/reviewed by Governors on:**

**Date:** November 2019

**Frequency of review:** 2 years

Note: This policy has been written in line with the following guidance:

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## **Dorothy Barley Infant School Humanities Policy**

The teaching of humanities enriches the children's lives and by talking about and actively exploring a variety of physical and human feature in the past, present and future all pupils will gain a true feel for the world around them, and how events have influenced our lives today. It is our belief that all children should see themselves as an important part of society.

(Article 12, 13, 28)

The new curriculum (September 2014) has seen some significant changes to what is taught in humanities, with a far greater emphasis on learning facts like dates, continents etc. We will continue with our thematic approach to humanities to ensure our enthusiasm and the children's enjoyment of those subjects continues, however we will ensure that fieldwork skills become more of an integral part of our planning. (Article 31)

### **Our aims:** (Article 28)

- To develop an understanding 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. (Article 29)
- To develop practical skills through investigations and research.
- To develop an interest in the past and how it has shaped and continues to shape the world today and the future. (Article 12, 13, 29)
- To develop a wide range of geographical vocabulary and use this in explanations.

- To help pupils deal, openly and sensitively, with issues of environmental change. ([Article 12, 13, 29](#))
- To use a variety of resources, including ICT.

## **National Curriculum Themes and Breadth of study 2014: History**

### **Attainment Target** ([Article 29](#))

- Chronological understanding
- Knowledge and understanding of event, people and changes in the past
- Historical interpretation
- History enquiry
- Organisation and communication

### **Geography Attainment Target** ([Article 29](#))

- Geographical enquiry and skills
- Knowledge and understanding of places
- Knowledge and understanding of patterns and processes
- Knowledge and understanding of environmental changes and sustainability.

### **Cross-curricular links:** ([Article 28, 29](#))

Humanities lends itself to other areas of the curriculum, and this will be included in our planning, where links can be made with other subjects.

### **Assessment:**

Assessment of the children's work, skills and knowledge will be made using:

- Written work
- Questions and answers
- Whole class and group discussions
- Discussions between individual children and the teacher
- Observation
- Works scrutiny

(Articles refer to the Rights Respecting Schools Unicef )