



Aim High

Never Give Up

Follow Your Dream

Lead By Example

HUMANITIES POLICY

Ratified By	Curriculum Committee
Date	24/01/2022
Minute	8
Review Date	Spring 2025
Policy Statement	
What is the policy for?	A framework for teaching of Humanities across the school
Who has devised and contributed to this policy?	The policy has been written by the subject leader and staff in school have been fully consulted
How will this policy be communicated?	Website and 365
How will this policy be monitored?	As outlined in the policy
Which other policies are linked to this policy?	EYFS policy Feedback and Assessment Policy SEN policy Acceptable Use

Contents

History aims	2
Geography aims	4
Legislation and guidance	7
Roles and responsibilities	7
Teaching, learning and assessment	2 and 4
Inclusion	9
Monitoring arrangements	9
Links with other policies	9

History aims

Intent - What are we trying to achieve?

At Norwood Primary School, our intent in History is for children to be secure in their knowledge of both substantive content and disciplinary content. The quality of this is measured by our closely related curricular attributes – scope, rigour, coherence and sequencing. Substantive and disciplinary content each plays a vital part in securing scope, coherence, rigour and sequencing.

Substantive content is the substance that pupils learn in each subject – the building blocks of factual content expressed through stories, descriptions, representations, reports, statistics, source material, commentaries, explanations and analyses. It also includes the vocabulary that enable pupils to move about within their own knowledge, to read and to communicate; concepts, terms, technical language. This allows pupils to recognise the patterns, notice the contrasts, ask the questions and discuss the options that the disciplinary content will demand.

Disciplinary content is all that pupils learn about how knowledge is constantly renewed in the subject's ongoing development, outside of school, by historians. It teaches pupils that the sum of our knowledge is not fixed, that it is constantly being tested and renewed, that there are standards of truth for such renewal. This constant quest for better and better understandings of our world inspires both awe and humility in all of us. Society must trust the products of scholarship and scholars must work collaboratively with mutual respect and confidence in shared values such as being honest in all claims, analysing data rigorously and avoiding all forms of exploitation in the pursuit of their goals. The disciplinary aspect of the subject therefore directly fosters the critical and creative aspects of learning, and these are strengthened by the distinctive demands of the subject. Pupils must learn how to build or judge an historical argument from evidence. In doing these things, pupils are being introduced to the subject as a long tradition of enquiry, argument, debate. They are being introduced to a disciplined and relentless quest for truth that forms and endless conversation between human beings over time. Armed with growing substantive knowledge and increasingly understanding the subject as a living, breathing, vibrant discipline, pupils are being taught how to take their future place in that ongoing conversation: joining in the arguments, pursuing the enquiries, respecting the efforts of others and judging the results.

Implementation – How is the curriculum being delivered?

Scope: our long term plan is ambitiously broad in scope; ensuring that pupils gain, over the four years, an in-depth knowledge of diverse reference points on which to draw from across the world.

Rigour: teaching in History is meticulous in rigour; it is responsive to up-date scholarship in history, culture and worldviews and is carefully worded to ensure that claims are worded cautiously, with due regard for what scholars can be certain about and what remains informed conjecture and imaginative reconstruction from the relics and records the past leaves behind.

Coherent: our long term plan is highly coherent; intricate links have been built within and across subjects so that nothing sits in isolation but rather is supported and enriched both horizontally and vertically.

Sequencing: learning is very carefully sequenced so that pupils' ability to build a comparison and reach a critical judgement, will have been served by the repeated and explicit focus on all the foundational knowledge.

In order for the scope, coherence, rigour and sequencing to achieve its full benefit for pupils, the substantive content is taught with 'high-leverage' activities, so that pupils think hard about the substance itself. Where appropriate, links will be made to local history through research, trips and experiences.

In studying history as a discipline, pupils will:

- Use the concepts of continuity and change, cause and consequence, similarity, difference and significance, in order to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Assessment:

Learning is formatively assessed throughout each lesson, in addition to previous learning being revisited and checked at the beginning of each lesson.

Summative assessment at the end of each subject takes place in the form of multiple choice quizzes and synoptic writing tasks based around a key question.

Impact - What difference is the curriculum making?

Pupils will learn and retain material efficiently, therefore gaining confidence from their fluency in foundational concepts, terms and reference points.

Pupils will build a wide and secure acquisition of vocabulary, with the range of vocabulary that pupils recognise growing all the time and being visited again and again, both consolidating that vocabulary and freeing up memory space for pupils to make sense of new material.

Knowledge will stick as a result of being secure in rich stories, a detailed 'sense of place' and a profound 'sense of period' will result in a curiosity and hunger for more knowledge.

Pupils will develop fluency in reading by obtaining prototypes for abstract words and phrases, allowing them to chunk text for meaning. Therefore, every history lesson will play a central part in improving reading, even when a text is not actually being read.

Pupils reading and writing will always be richly grounded in stimulating content in which pupils will be increasingly secure, and always driven by a clear disciplinary purpose.

Development of moral values and attitudes:

The study of history will directly foster moral values, attitudes and the disposition to challenge and improve our world as pupils uniquely address the study of humans in society through time and their interaction with the planet.

Furthermore, pupils will:

View human challenges, quests and achievements through the lens of the long traditions that have shaped them.

Think critically about how to change the world for the common good.

Gain the language and concepts to notice, analyse and question how power works in society, and how inequality or suffering arises.

Understand and value the diverse experiences and contributions of others who may be very different from themselves.

Enrich their own sense of identity as they look across time, space and culture and see many positive versions of themselves.

Gain the concepts which give them the tools for precise thought and rigorous argument with which to describe, explain and change the world.

Build strong standards of truth about the conditions under which valid claims can be made about the world, society, culture and belief, on multiple scales.

Appreciate and participate in the arts – music, art and literature – through richly diverse artistic outputs within the many sources studied, properly understood in their cultural, temporal and geographical contexts and providing richly informed stimulus for pupils' own creativity.

The following will be clear indicators of the desired outcomes in the History curriculum:

A high standard of learning and understanding evidenced in History books.

Children being able to confidently talk about both the substantive and disciplinary content of the subjects that they have been taught.

A positive buzz and curiosity around History throughout school.

Positive Reading and Writing outcomes across school.

Professionals feel confident that they are constantly developing their subject and pedagogical knowledge.

Geography aims

Intent - What are we trying to achieve?

At Norwood Primary School, our intent in Geography is for children to be secure in their knowledge of both substantive content and disciplinary content. The quality of this is measured by our closely related curricular attributes – scope, rigour, coherence and sequencing. Substantive and disciplinary content each plays a vital part in securing scope, coherence, rigour and sequencing.

Substantive content is the substance that pupils learn in each subject – the building blocks of factual content expressed through stories, descriptions, representations, reports, statistics, source

material, commentaries, explanations and analyses. It also includes the vocabulary that enable pupils to move about within their own knowledge, to read and to communicate; concepts, terms, technical language. This allows pupils to recognise the patterns, notice the contrasts, ask the questions and discuss the options that the disciplinary content will demand.

Disciplinary content is all that pupils learn about how knowledge is constantly renewed in the subject's ongoing development, outside of school, by historians. It teaches pupils that the sum of our knowledge is not fixed, that it is constantly being tested and renewed, that there are standards of truth for such renewal. This constant quest for better and better understandings of our world inspires both awe and humility in all of us. Society must trust the products of scholarship and scholars must work collaboratively with mutual respect and confidence in shared values such as being honest in all claims, analysing data rigorously and avoiding all forms of exploitation in the pursuit of their goals. The disciplinary aspect of the subject therefore directly fosters the critical and creative aspects of learning, and these are strengthened by the distinctive demands of the subject. Pupils must learn how to build or judge an historical argument from evidence. In doing these things, pupils are being introduced to the subject as a long tradition of enquiry, argument, debate. They are being introduced to a disciplined and relentless quest for truth that forms and endless conversation between human beings over time. Armed with growing substantive knowledge and increasingly understanding the subject as a living, breathing, vibrant discipline, pupils are being taught how to take their future place in that ongoing conversation: joining in the arguments, pursuing the enquiries, respecting the efforts of others and judging the results.

Implementation – How is the curriculum being delivered?

Scope: our long term plan is ambitiously broad in scope; ensuring that pupils gain, over the four years, an in-depth knowledge of diverse reference points on which to draw from across the world.

Rigour: teaching in Geography is meticulous in rigour; it is responsive to up-date scholarship in Geography, culture and worldviews and is carefully worded to ensure that claims are worded cautiously, with due regard for what scholars can be certain about.

Coherent: our long term plan is highly coherent; intricate links have been built within and across subjects so that nothing sits in isolation but rather is supported and enriched both horizontally and vertically.

Sequencing: learning is very carefully sequenced so that pupils' ability to build a comparison and reach a critical judgement, will have been served by the repeated and explicit focus on all the foundational knowledge.

In order for the scope, coherence, rigour and sequencing to achieve its full benefit for pupils, the substantive content is taught with 'high-leverage' activities, so that pupils think hard about the substance itself. Where appropriate, links will be made to local Geography through local research and fieldwork.

In studying Geography as a discipline, pupils will:

- think about geographical questions using concepts of place, scale, space, distance, interaction and relationships; for the purposes of this curriculum, we have simplified these into four 'p's: place, pattern, position and processes
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and geographical information systems
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Assessment:

Learning is formatively assessed throughout each lesson, in addition to previous learning being revisited and checked at the beginning of each lesson.

Summative assessment at the end of each subject takes place in the form of multiple choice quizzes and synoptic writing tasks based around a key question.

Impact - What difference is the curriculum making?

Pupils will learn and retain material efficiently, therefore gaining confidence from their fluency in foundational concepts, terms and reference points.

Pupils will build a wide and secure acquisition of vocabulary, with the range of vocabulary that pupils recognise growing all the time and being visited again and again, both consolidating that vocabulary and freeing up memory space for pupils to make sense of new material.

Knowledge will stick as a result of being secure in rich stories, a detailed 'sense of place' and a profound 'sense of period' will result in a curiosity and hunger for more knowledge.

Pupils will develop fluency in reading by obtaining prototypes for abstract words and phrases, allowing them to chunk text for meaning. Therefore, every Geography lesson will play a central part in improving reading, even when a text is not actually being read.

Pupils reading and writing will always be richly grounded in stimulating content in which pupils will be increasingly secure, and always driven by a clear disciplinary purpose.

Development of moral values and attitudes:

The study of Geography will directly foster moral values, attitudes and the disposition to challenge and improve our world as pupils uniquely address the study of humans in society through time and their interaction with the planet.

Furthermore, pupils will:

View human challenges, quests and achievements through the lens of the long traditions that have shaped them.

Think critically about how to change the world for the common good.

Gain the language and concepts to notice, analyse and question how power works in society, and how inequality or suffering arises.

Understand and value the diverse experiences and contributions of others who may be very different from themselves.

Enrich their own sense of identity as they look across time, space and culture and see many positive versions of themselves.

Gain the concepts which give them the tools for precise thought and rigorous argument with which to describe, explain and change the world.

Build strong standards of truth about the conditions under which valid claims can be made about the world, society, culture and belief, on multiple scales.

Appreciate and participate in the arts – music, art and literature – through richly diverse artistic outputs within the many sources studied, properly understood in their cultural, temporal and geographical contexts and providing richly informed stimulus for pupils' own creativity.

The following will be clear indicators of the desired outcomes in the Geography curriculum:

- A high standard of learning and understanding evidenced in Geography books.
- Children being able to confidently talk about both the substantive and disciplinary content of the subjects that they have been taught.
- A positive buzz and curiosity around Geography throughout school.
- Positive Reading and Writing outcomes across school.
- Professionals feel confident that they are constantly developing their subject and pedagogical knowledge.

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all Maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and responsibilities

The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- *A robust framework is in place for setting curriculum priorities and aspirational targets*
- *Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements*
- *Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)*
- *The school implements the relevant statutory assessment arrangements*
- *It participates actively in decision-making about the breadth and balance of the curriculum*
- *It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals*

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- *All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met*
 - *The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board*
 - *Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum*
 - *They manage requests to withdraw children from curriculum subjects, where appropriate*
 - *The school's procedures for assessment meet all legal requirements*
 - *The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum*
 - *The governing board is advised on whole-school targets in order to make informed decisions*
- Proper provision is in place for pupils with different abilities and needs, including children with SEN*

Subject Leader

The subject leader is responsible for leading and managing their subject. They will ensure that:

- *They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.*
- *The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.*
- *The attainment and progress of the pupils across the school is analysed at least three times a year and feedback to governors is given once a year.*
- *Staff are confident in teaching their subject across the school. They will offer support, guidance and arrange training when needed.*
- *Resources to support teaching, learning and assessment are in place for their subject. They will need to manage their allocated budget so that the actions set out in the Subject Leader*

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious goals and plan challenging work for all groups, including:

- *More able pupils*
- *Pupils with low prior attainment*
- *Pupils from disadvantaged backgrounds*
- *Pupils with SEN*
- *Pupils with English as an additional language (EAL)*

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Meeting with subject leaders*
- *Monitoring books*
- *Interviewing pupils*
- *Scrutinising parent, staff and pupil surveys*
- *Visiting the school to monitor the quality of teaching and audit the books*
- *Attending the School Improvement Evening where all subject leaders share their subject action plans*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Scrutinising planning & books*
- *Conducting learning walks*
- *Observing lessons*
- *Professional dialogue with staff*
- *Interviewing the pupils*
- *Ensuring that staff are trained*

Subject leaders monitor the way their subject is taught throughout the school by also have responsibility for monitoring the way in which resources are stored and managed.