



Woodlane High School

achieving success in a nurturing environment

Subject Policy: Humanities

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1. Introduction to this Policy for Humanities

- 1.1 This policy is a statement of the aims, principles and practices of teaching and learning as they relate to Humanities teaching at Woodlane. This policy supports the aims of the school mission statement, Local Offer and the whole-school approach to teaching and learning.
- 1.2 This policy relates to the subjects of History, Geography and Religious Education.
- 1.3 This policy satisfies the DfE requirements for recognition of British values, delivered throughout the school curriculum.
- 1.4 This policy adheres to the legal requirements regarding Religious Education teaching, particularly that; *“schools must provide religious education for all registered pupils, although parents can choose to withdraw their children”*. National Curriculum 2014

2. Aims & Objectives

- 2.1 History aims to stimulate the children’s interest and understanding about the life of people who lived in the past, and through this develop a sense of identity and a cultural understanding based on their historical heritage.
 - 2.1.1 History encourages students to learn to value their own and other people’s cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.
 - 2.1.2 History teaches children to understand how events in the past have influenced our lives today. We also teach them to investigate these past events and, by doing so, to develop the skills of enquiry, analysis, interpretation and problem-solving.
 - 2.1.3 Through History education during KS3 at Woodlane, pupils will;
 - Acquire knowledge related to the National Curriculum Programmes of Study 2014,
 - Acquire skills related to the use of sources, enquiry and investigation,
 - Be aware that there are different attitudes to and interpretations of historical events,
 - Develop an understanding of chronology,
 - Develop a sense of identity through learning about the development of Britain and other parts of the world,
 - Describe the impact Britain has had on the world and its achievements while developing a sense of British values,
 - Learning the following skills: collecting, interpreting and representing information in a variety of forms; recognising bias or prejudice, understanding historical terminology,
 - Develop both morally and spiritually by reflecting on the past and the effect it has had on their lives today.

- 2.1.4 By opting to continue studying History at KS4, (Entry-level option) pupils will:
- Actively engage in the process of historical enquiry to develop as effective and independent learners,
 - Be critical and reflective thinkers with enquiring minds,
 - Develop their knowledge and coherent understanding of selected periods, societies and aspects of history,
 - Develop an awareness of how the past has been represented, interpreted and accorded significance for reasons and purposes,
 - Develop the ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context,
 - Organise and communicate their historical knowledge and understanding in creative and different ways and reach a substantiated judgements,
 - Recognise that their historical knowledge, understanding and skills help them understand the present and also provide them with the basis for their role as responsible citizens,
 - Pupils who continue on the history qualification in KS4 will obtain Entry-level 3 qualification as a Joint Diploma in Humanities (WJEC).
- 2.1.5 The History Coordinator will use the National Curriculum Programmes of Study 2014, student expected attainment targets and national expectations to encourage all pupils to meet these aims.
- 2.2 Geography aims to inspire pupils to be curious and fascinated about the world around them and its people. It should remain with them for the rest of their lives.
- 2.2.1 Geography teaching will equip pupils with knowledge of the human and physical processes in the world, as well as its diversity and change over time.
- 2.2.2 Geography will encourage students to want to satisfy their own amazement at the world by exploring it in their adult lives.
- 2.2.3 Through Geography education in KS3, pupils will;
- Develop their contextual knowledge of the location of globally significant places-both terrestrial and marine,
 - Understand the processes that shape the key physical and human geographical features of the world. It should enable pupils to make sense of their surroundings and the wider world,
 - Develop their competence in geographical knowledge and skills (e.g. map skills, globes, aerial photographs or diagrams),
 - Develop their sense of identity by learning about the UK and its components.
- 2.2.4 Through Geography education in KS4 pupils will;
- Further develop their analytical thinking and their ability to dissect information,
 - Use their research skills to present information in an organised and creative way ,

- Communicate their knowledge in a coherent and logical way,
 - Use their geographical knowledge to be more aware and responsible citizens of the world.
- 2.2.5 The Humanities coordinator will use the National Curriculum Programmes of Study 2014, student expected attainment targets and national expectations to encourage all pupils to meet these aims. In addition carefully written schemes of work and the B Squared – Connecting Steps assessment tool will measure what has been achieved
- 2.3 Religious Education encourages pupils to understand the source and nature of religion, and explore the fundamental questions of human existence.
- 2.3.1 The teaching of Religious Education will promote the moral development of pupils and enable them to understand the connections between belief and morality along with its effect on personal relationships, attitudes and judgements.
- 2.3.2 Students learn about a range of religions, according to the National Curriculum Programmes of Study 2014 and gain an understanding of how others learn from religion.
- 2.3.3 Woodlane’s Religious Education programme of study includes four main aspects, which are;
- Engaging with real life situations, stories, opinions and teachings which raise questions of meaning and purpose,
 - Exploring issues and reflecting on them in relation to the insights offered by world faiths through a variety of active learning methods,
 - Encouraging pupils to express their own reactions to these experiences and insights in a variety of way, including artistic forms of expression,
 - Helping pupils respond in positive ways to an increasing recognition of their own beliefs and values.
- 2.3.4 Pupils are given further opportunity throughout KS3 and KS4 to;
- Understand the place and significance of religion in human life, and the ways in which religious beliefs and practices affect the attitudes and actions of people throughout the world,
 - Develop an awareness of the importance of the commitment to personal faith,
 - Acquire knowledge and gain understanding of, and respect for, the beliefs of others and to help develop positive attitudes towards, and a sensitive understanding of living in a multi-faith society.
- 2.4 Humanities education at Woodlane continues throughout KS3 and KS4, regardless of option choices. Students who opt to study History will achieve an Entry Level Diploma, (three subjects combined) whereas students who do not, will achieve an Entry Level Certificate for Geography and Religious Education.

3. Racial Equality Statement

- 3.1 In Humanities we adhere to the School Racial Equality Policy in every respect. We work to create a learning environment in which the diversity, needs and achievements of all members of the school community are recognised, valued and celebrated.
- 3.2 We believe that the teaching of the Humanities makes a valuable contribution to Racial Equality at Woodlane because we teach about bias and the importance of looking at different viewpoints while being considerate of other cultures and making pupils aware of how inequality has devastated the world.
- 3.3 The Religious Education curriculum includes specific elements that encourage open-mindedness, sensitivity and respect for others throughout.

4. Access and Inclusion

- 4.1 In Humanities we believe that curriculum access is principally about entitlement, equal opportunity and equal value.
- 4.2 All pupils have full access to the Humanities curriculum. The content and mode of delivery of the curriculum will be modified to help support all pupils in accessing the curriculum offer.
- 4.3 We aim to develop increasingly independent learners and provide opportunities for pupils to extend their experience and knowledge outside their immediate world experience to help support them in preparing for future life. Pupils' progress will be carefully monitored to ensure their access to the curriculum is appropriately supported and, where necessary modified to reflect changing circumstances.
- 4.3 The Humanities curriculum recognises that pupils have individual learning styles and interests; it aims to take into account pupils' age, cognitive, social and emotional level of functioning in the design and delivery of the curriculum offer.
- 4.4 The Humanities curriculum aims to encourage a climate in which all pupils can learn to the best of their ability and where all pupils' special educational needs are addressed positively and sensitively.
- 4.5 All pupils will have an opportunity to take part in educational visits throughout their time at Woodlane to enhance their understanding of history, geography and religion and learn within a different environment. This includes taking part in geographical fieldwork, investigations and visits to develop and enhance their skills.

5. Equal Opportunities

- 5.1 We are determined to ensure that all pupils have an equal opportunity to learn and achieve success appropriate to their needs and abilities. We work to ensure that, wherever possible, all pupils have full access to the Humanities curriculum; this right is under constant review to ensure we do not discriminate against any individual pupil or group. In Humanities to ensure all pupils have the opportunity to achieve their potential by;
- Using support in the classroom appropriately to prevent pupils with additional barriers to learning being disadvantaged,
 - Establishing a learning ethos that challenges discrimination, aggression, racism, gender bias or loss of opportunity and consistently celebrates all pupils' achievements,
 - Providing a curriculum that promotes independence and addresses issues of self-esteem and self-confidence,
 - Consistently implementing the school's Promoting Positive Behaviour Policy,
 - Working with other professional's (e.g. Speech & Language therapy) to enable pupil's to access the Humanities curriculum more easily,
 - Ensuring that teaching styles and approaches to teaching are appropriately matched to the learning needs of pupils.

6. Health & Safety

- 6.1 Pupils are taught to use subject related materials and equipment safely and sensibly and respect the learning environment in line with the school Health & Safety and Promoting Positive Behaviour policies.
- 6.2 Religious Education teaching includes the use of sensitive religious artefacts and students are taught to use these materials sensitively, taking in to account the beliefs of others within the classroom.

7. The structure of the lesson

- 7.1 Starter activity - The teacher stands at the door as pupils enter the room. Pupils are directed to sit at tables in their usual places. The teacher offers a variety of starter activities, often based on prior learning and utilising resources within the classroom such as wall maps, posters, Interactive Whiteboard files, excerpts from videos or DVD's.
- 7.2 The main activity or activities aims to enable the pupils to develop their Humanities skills in a variety of hands on or multi-sensory activities, e.g. investigating sources in History, or locating places around the world in Geography. At the beginning of each lesson the teacher will make it clear what the objective of the lesson is. These will be evaluated throughout the main activity to gauge pupil progress.

7.3 The plenary takes place in the last few minutes of each lesson and will focus on what has been learned during the lesson. A plenary might take the form of a game to practise the key terminology learned or a discussion of the conclusions reached during the main part of the lesson. The lesson will be evaluated and concluded in a calm manner.

8. Schemes of work

8.1 The schemes of work in Humanities reflect the requirements of the National Curriculum 2014 for the delivery of Geography, History and Religious Education. The schemes of work are written in line with the standards outlined in the school's Supporting Achievement through Effective Assessment (assessment, marking, recording & reporting) Policy.

8.2 Pupil progress in the Humanities is closely monitored against differentiated learning objectives, and these are recorded in B-Squared – Connecting Steps termly and as a whole-school document that monitors student progress. This information is available for collating into the Annual Subject Report.

9. Maintaining pupils folders and storing work

9.1 Pupils' work is stored in books or folders within the classroom. KS4 pupil work will only be kept out for the current unit as past units are marked and stored separately for submission to the examination board.

10. Record keeping

10.1 The teacher keeps a record of pupil attendance and general effort on the daily lesson plan held in a teaching file.

10.2 The teaching files contain the daily lesson plans, the schemes of work and the 5 year plan.

10.3 Pupils work is marked and assessments are recorded in B Squared – Connecting Steps.

11. Humanities & cross-curricular skills - Literacy

11.1 The Humanities curriculum reinforces the principles of the KS3 Strategy – Literacy and works to ensure that pupils' literacy development is supported and encouraged through:

- Identifying and reinforcing key technical words in each module of work,
- Teaching key words in context,

- Modelling and encouraging appropriate speaking and listening skills and encouraging pupils to interact with one another and extend and reflect on their responses,
- Encouraging focused questioning and discussion skills,
- Encouraging the learning and use of appropriate writing and recording skills including the use of ICT,
- Widening pupils repertoire of reading materials and use of different writing genres,
- Enabling group work,
- Developing pupils' presentational skills.

12. Humanities & Cross-curricular Skills – Numeracy

12.1 The Humanities curriculum reinforces the principles of the KS3 Strategy – Numeracy and works to ensure that pupils' numeracy development is supported and encouraged through:

- Improving pupils' skills in interpreting graphs, charts and diagrams,
- Encouraging accuracy, particularly in calculations, measurement and graphical work,
- Improving pupils' reasoning and problem solving skills,
- Use calculators and other resources appropriately and effectively to solve problems,
- Collect data accurately,
- Using sequences of questions to foster conjecture,
- Using an open questioning style and encouraging collaboration,
- Allowing pupils to repeat and reprocess responses, including key vocabulary,
- Using visualisation exercises to help pupils create and talk about mental images using precise language,
- Exploring strategies to solve geometrical problems.

13. Humanities & Cross-curricular Skills – Computing

13.1 Through Humanities we aim to develop pupils' ICT capability through:

- The use of appropriate software to support pupil progress,
- The use of PC's to improve pupils presentation skills,
- Developing pupils' skills in handling information effectively and using the internet appropriately as a learning tool to find things out, develop ideas and exchange and share information,
- Continuing the monitoring of e-safety.

14. Differentiation

14.1 All schemes of work in Humanities are initially differentiated to two levels (L2 and below and L3 and above) to meet the broad levels of attainment of each year group.

Where necessary we prepare materials to more than two levels to reflect the diversity of attainment in some classes. Daily differentiated learning objectives are identified on the daily lesson plan.

- 14.2 To enable all pupils to gain access to the curriculum the teacher is responsible for deploying the teaching assistant (TA) to support those pupils who may need additional help to access the curriculum offer. Initial TA support is identified on the daily lesson plan.
- 14.3 A range of differentiation strategies are used in Humanities to enable all pupils to access the curriculum, these include differentiation by:
- Task – tasks will vary in difficulty and in style, materials may be varied or pupils allocated specific tasks within group work to ensure all pupils are able to access the learning opportunity in an appropriate way. E.g. Use of sandpit to explore aspects of erosion or archaeology,
 - Text – written texts may be differentiated for readability, text length, font size etc. Spoken texts may be differentiated by complexity, length, level of background noise etc. Images may be differentiated by size, simplification and clarification, focus and level of detail to support pupil progress,
 - Interests – activities may be differentiated by interest to stimulate pupils engagement and enjoyment, it may involve pupils in making choices or creating the '10 Commandments' for their own tribe (following the format of the 10 Commandments of Judaism),
 - Outcome – where teachers require pupils to undertake a common task, such tasks will often have an open-ended outcome in order to allow pupils to work at their own pace and level of attainment and yet provide opportunities for extension and challenge,
 - Support – support may exist in many forms, but Humanities includes reference materials, human resources (LSA, peer group, teacher support), templates, step-by-step or small step instruction, display materials & learning environment, key words, model answers etc.,
 - Process – some pupils are very capable of following instructions to solve a problem; others are more comfortable drawing on strategies of their own. In Humanities we recognise pupils learn in different ways and we encourage pupils to develop their meta-cognitive skills through helping them to share ideas about the ways in which they might solve problems, take risks, make decisions, justify responses etc.,
 - Grouping –different tasks might be best achieved through different types of grouping, including: friendship groups, task groups, pairings, 1-1 support groups etc.
- 14.4 Further information on our whole school approach to differentiation is included in the Teaching and Learning policy.

15. Evaluation

- 15.1 This policy will be reviewed by the subject co-ordinator as part of an annual review of subject development in line with the school's Continuing Professional Development and Performance Management Review process.

Last review date: September 15th 2017

Reviewed by: S Wieleczko and M Jelen

Last SMT review: January 6th 2016

Reviewed by: T Heapy