



MUNTHAM HOUSE SCHOOL

HUMANITIES POLICY

Humanities Policy

Overview

The link between Humanities subjects concentrates on us humans and the human experience- what we use the earth for, how the earth shapes humans, how beliefs shape attitudes of people towards each other, and how the experience of the past has shaped the present. History teaches us about our past; it grounds us in our roots and helps us to understand the present. Geography prepares us for our future by allowing us to understand places and the relationships between people and their environments. Religious Education gives us an understanding of world cultures, the diversity of humanity and our place within it.

The vision across the Humanities subjects at Muntham House School is to give pupils a broad and rich curriculum that fosters social justice and equality teaches empathy and allows pupils to become conscious, curious, critical thinkers.

Intent

- To stimulate interest, enjoyment and a sense of wonder and awe about our world and those that inhabit it. We want to fascinate and inspire our pupils about the beauty and intrigue of our planet and the people in it, past, present and future.
- To provide essential knowledge that allows pupils to be educated citizens to make informed choices in a rapidly changing society.
- To develop and encourage questioning and critical thinking across the faculty so Pupils become confident learners and thinkers who can debate inside and outside the classroom.
- To encourage Pupils to develop a range of knowledge and skills to provide a foundation for future study and preparation for employment or higher education.
- Provide a broad and balanced education for all pupils in the subjects of Humanities
- Enable pupils to develop knowledge, understand concepts, acquire skills, and be able to choose and apply these in relevant situations in modern-day life, such as debating and the ability to analyse critical sources.
- Support pupils' spiritual, moral, social and cultural development by teaching a range of local, national and international history
- Promote a positive attitude towards learning through an engaging curriculum based on GCSE material and assessment.
- Ensure equal access to learning in Humanities, with high expectations for every pupil and appropriate levels of challenge and support to enable pupils to achieve their potential.
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment by varied curriculum and utilising GCSE standard assessment materials from Year 7 onwards.
- To develop fine motor and handwriting skills through multi-sensory experiences for those pupils working below their expected level.
- To present pupils with a broad range of topics, extending their experiences of different reading materials and experiences through visitors and off-site activities, which will stimulate interest and provide pleasure.
- To enable pupils to communicate effectively using all verbal and written forms.
- To enable pupils to communicate effectively and confidently within a variety of forms of speech and in a range of social groups in formal and informal contexts.
- To develop writing skills for a range of purposes, using spelling, punctuation and grammar appropriately and with confidence.

Implementation

From Primary 1 to 3 the school follows the National Curriculum for history, geography and religious education. A Pupil at the end of Primary 3 should:

History

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Understand some of how we find out about the past and identify different ways in which it is represented.

Geography

- Develop knowledge about the world, the United Kingdom and their locality.
- Understand basic subject-specific vocabulary relating to human and physical geography and use geographical skills, including first-hand observation, to enhance their locational awareness.
- Name and locate the world's seven continents and five oceans. Name and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world about the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.
- Use world maps, atlases and globes to identify the United Kingdom and its countries and the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map.
- Devise a simple map and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Religious Education:

Pupils should develop an awareness, knowledge, understanding and appreciation of:

- The Revelation of God- God's word, Gods care for creation
- The Life of Jesus- The birth and boyhood of Jesus, the ministry of Jesus,

passion, death and resurrection.

- The Christian Church- beginning and the growth, worship and prayer
- Morality- respect for self, respect for each other, respect for God, respect for the environment.

From Year 7 to Year 9, all Pupils are taught to NC specifications with GCSE prep beginning in Year 7. By the end of Year 9, a Pupil should:

History

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations, the expansion and dissolution of empires, characteristic features of past non-European societies, achievements, and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions, and create structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and short- and long-term timescales.

Geography

- Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities
- Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa and Asia.
- Understand geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present.
- Population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.
- Understand how human and physical processes interact to influence and change landscapes, environments and the climate and how human activity relies on the effective functioning of natural systems.
- Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom.
- Interpret Ordnance Survey maps in the classroom using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.

Religious Education:

Pupils should have a growing development and awareness, knowledge, understanding and appreciation of Christianity and World Religions. Pupils should be introduced to the five main world religions other than Christianity:

- Develop knowledge of and sensitivity towards the religious beliefs, practices and lifestyles of people from other religions in Northern Ireland, exploring Origins. The beginnings of the faith, key figures, beliefs, sacred writings and symbols, worship and prayer, places where prayer takes place, the main festivals, the customs about dress and the ceremonies.

From Year 10, Pupils are taught history with the AQA specifications and GCSE assessment objectives (listed below). By the end of Year 10/11, a Pupil should:

AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.

AO2: explain and analyse historical events and periods studied using second-order historical concepts.

AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgments in the context of historical events studied.

AO4: analyse, evaluate and make substantiated judgments about interpretations (including how and why interpretations may differ) in the context of historical events studied.

And will be applied to the following modules:

Section A: Norman England 1066-1100c. – Thematic unit Section B:

Elizabeth I – Depth study

Section B: Conflict and tension, The First World War, 1894-1918 – Wider World Depth study

Section A: Germany, 1890–1945: democracy and dictatorship – Period study

All lessons have clear learning objectives, which pupils share with and understand. Pupils are always aware of what they will learn through a lesson activity and what skills the teacher and subject-specific LSA seek in their learning.

The teacher and subject-specific LSA adopt a range of learning and teaching styles, incorporating individual, paired, group and whole class work into lessons. Pupils are taught through discussion, debate, practical activities, games, investigations, problem-solving, recording practice and consolidation, and regularly use IT to record and support their work.

In each class across the school, pupil ability varies widely. The teacher and subject-specific LSA use various methods to ensure suitable learning opportunities for all pupils by matching the task's challenge to the pupil's ability. This is achieved using:

- Displays: as learning walls and a celebration of success, regularly added to and changed throughout the year. These are in the humanities classroom and the school corridors.
- Differentiation: short- and medium-term plans are differentiated to enable teachers to include all learners in a class lesson.

- Feedback: all books are clearly marked, and pupils are encouraged to take time to respond in some way to the highlighted success and ways forward that have been suggested.

Impact

We measure the impact of our curriculum through a range of methods.

- The Humanities curriculum is monitored regularly by the Head of Humanities, who examines pupils' work, monitors classroom practice and planning, and ensures parity of entitlement for all pupils across the school.
- The Humanities department, half-termly, assesses each pupil through a written progress assessment on the topic covered. This triangulates with analysis of the pupil's book work, individual target, and teacher's assessment. This helps form a sound judgment towards each pupil's progress and highlights their learning gaps. From this, targets are revised, and the provision of future interventions is informed. This can be referred to when writing end-of-year reports and other reports for outside agencies.

Additionally, various strategies, including questioning, discussion, concept mapping and marking, are used to assess progress throughout the academic year. The information is used to identify the pupils' needs, provide reports to any agency where required, and inform planning going forward.

Teaching Guidelines

- Identify what skills and knowledge individual Pupils already possess and adapt teaching around this.
- Prepare lessons that will stretch all Pupils and their different abilities.
- Have extension tasks for those Pupils who are more capable.
- Encourage peer teaching where those who are more able support those less able.
- Each verbal input or piece of work will be evaluated by the teacher and used to track progress.
- Pupils are to be formatively assessed and professionally observed during each lesson.
- Help Pupils identify different concepts, cause and effect and chronology to make links within their world.
- All Pupils are to work towards being more independent workers and thinkers.
- All work is to be marked regularly. The marking standard is such that Pupils will have the opportunity to correct work or answer further questions given to them through marking their work.

Curriculum Planning

This is organised in three stages – long-term, medium-term and short-term:

Long-term Planning

Long-term plans are based on the National Curriculum for History and Geography, which details what will be taught over the Key Stages. The humanities coordinator undertakes this planning. It is monitored regularly. Book scrutiny, checking of planning by the Head of Education and Head of Humanities, along with collaborative work in the Primary Unit, and liaison between Key Stage 3 and 4 teachers ensure all areas of the National Curriculum

are taught, with staff members being accountable to one another.

Medium-term Planning

Medium-term plans take the long-term plan and organise humanities teaching into half-termly sections. The planning is based on a 3-year rolling programme. Still, it is being updated to meet pupils' needs, incorporate the 'Covid catch-up' work, and address the changing nature and enthusiasm of pupils in our community and the outside world. Medium-term planning is more detailed, and the objectives are more specific than long-term plans. Medium-term planning is developed by the class teacher and subject-specific LSA, who respond to the needs of their pupils.

Short-term Planning

Short-term planning details the Humanities activities that take place throughout a topic. Daily lessons are planned in detail, and the needs of the pupils set specific class objectives. Individual learning goals are set when needed for pupils in some lessons.

Spiritual, Moral, Social and Cultural Development

At Muntham House School, we try to teach our young people to think about the kind of people they aspire to be and the kind of world they aspire to create and play a positive part in. We do this by giving young people access to their past through visits to historical and religious sites and teaching them about the many different people that inhabit this planet, with all their different views. We allow them to develop their expression through the many hands-on activities we do around the spiritual, moral and cultural learning they study as part of the curriculum.

The Inclusion of Multi-Cultural and Black History

At Muntham House School, we promote inclusion, cohesion and understanding of our multicultural and diverse country and world. We must prepare our young people to recognise, understand, contribute positively, and encompass the diverse nature of British and world cultures.

We aim:

- To teach an accessible, educational, multi-cultural and Black history curriculum that raises awareness and attainment in pupils.
- To promote a sense of belonging and identity in all our Pupils.
- To enhance understanding of diversity and improve social cohesion between young people.
- To ensure, wherever possible, that multi-cultural and Black history is included in the curriculum to reflect the diversity of the place and times we live.

Whilst:

- Building a practice where pupils can connect history to the world and hone their skills to learn about new topics.
- Expand on the narrative of Black history in a positive light and broaden understanding to avoid negative re-enforcement.
- Looking at history through a 360-degree approach, building links, practising empathy and understanding cause and effect.
- Broadening Pupils' knowledge of differing faiths through religious studies to help with awareness, understanding and cohesion.
- Facilitating a sense of belonging and identity in all our Pupils.

This all fits in with the DfE's Key Stage 3 curriculum aims of:

- Know and understand significant aspects of the wider world.
- Promote pupils' spiritual, moral, cultural, mental and physical development.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.

Monitoring and Assessment

Monitoring and assessment take place in humanities in the following areas and ways:

- Weekly quizzes to recall learning from the week.
- 3 weekly module-specific assessments to practice knowledge and understanding
- Half-termly assessments to gather the learning from the 6-week period and implement it in a more formal but safe environment to get used to the exam process of answering historical questions.
- During lessons, we use verbal feedback to monitor understanding.
- Every lesson finishes with a plenary to cement learning from the lesson and assess how far each Pupil has improved.
- Weekly marking of books with positive feedback to nurture their classroom resilience and give helpful feedback that the Pupils can implement in the future.

Monitoring the Effectiveness of the Policy

Yearly (or when the need arises), the effectiveness of this policy will be reviewed by the Head of English, the Head of Education and the nominated governor. Necessary recommendations for improvement will be made to the Governors.