



Hagley Primary School

Subject team policy for Humanities (History and Geography)

Date: October 2021

Date of review: July 2022

Responsible member of staff: Members of the subject team

Signature:

(Chair of governors)

Signature:

(Head Teacher)

Introduction

This policy outlines the teaching, organisation and role of the Humanities (History, Geography and RE) subject team at Hagley Primary School. The policy has been drawn up as a result of staff discussion around the commonality and continuity across the subjects, with the aim of creating curriculum coherence. The policy has the full agreement of the Headteacher and has been shared with the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Humanities team as part of the schools' review cycle.

Aims

Through our teaching of these subjects we aim to:

- Develop of the concept of time (chronology)
- Develop of a sense of place and where we are within the wider world
- Develop an inquisitive nature through questioning and enquiry
- Understanding of where we have got to today based on our history and geography
- Develop a sense of cause and consequence across both subjects
- Understand the concept of identity and how this can be shaped by history and geography
- Understand how our local area and history has been shaped and how this impacts on our lives
- Develop a sense of empathy through the teaching of the subject
- Look globally as well as locally to develop our understanding of history and geography across the world
- Relate to personal and family experiences through stories, trips and visitors
- Develop a sense of responsibility e.g. the idea of being a global citizen and how the lessons learnt from history help to shape our future
- Compare and contrast and contribute to previous learning
- Prepare our children for their futures by linking careers to history and geography
- Understand the methods of enquiry within the subjects e.g. analysing sources, assessing reliability, observing in the field, collecting samples

Through the teaching of these subjects we can also:

- Prepare our children for their future by linking careers to history and geography and encouraging a sense of curiosity
- Identify the importance and value of individual liberty through comparison with a range of places, cultures and periods through history
- Relate to personal and family experiences through stories, trips and visitors
- Develop a sense of empathy through the teaching of the subject
- Understand the impact of Britain's history and geography on the Britain we live in today
- How history has developed key ideas such as democracy and the rule of law
- Develop the ability to debate and discuss by looking at historical interpretations, different points of view and a range of sources
- Use statistical analysis to decipher and present information from charts and graphs
- Develop skills of inference and evaluation through looking at sources
- Write critically and in an evaluative way
- Develop written and verbal communication through debate, discussion and the answering of questions

Entitlement

The subjects that form this team are set out in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study.

All pupils are entitled to access the curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Educational visits or pupil activities will be adapted to meet individual requirements and to ensure that all pupils make progress to enjoy their learning. There may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages and this can be done through the use of the progression documents which outlines objectives taught in a previous year group or Key Stage.

Where children show a passion for the subject, or elements of greater depth, teachers will provide additional challenges, discussion points or wider enrichment opportunities where available.

Curriculum

Each year groups wider curriculum is mapped out using a yearly overview. These are evaluated and updated yearly and allow teachers to plan their curriculum based on reflections of the previous academic year; the current cohort; and current events both locally and nationally. Subjects are tied together under a loose topic title and also a series of key concepts. These have been identified, created and mapped out based on a series of curriculum discussions across the school and also to assist with the children's development of broad schema and long-term learning. The use of wider concepts provides 'stickability' for the children to hook their learning onto and allows for connections both within and across year groups and subjects.

Teachers plan lessons using progression grids created by the schools' curriculum lead (see appendix 1). Our school progression grids have been taken from the National Curriculum statements and aims and enable the children to progress with both their knowledge and skills across the primary phase.

Teaching and learning

- Enquiry strategies and dilemma lead learning to develop empathy skills
- Links to key texts in English e.g. Stone Age Boy in Year 3
- Opportunities to write in role
- Opportunities to write stories set in a particular time
- Hot seating and role play
- Research online
- Developing knowledge and understanding through a range of sources e.g. maps, primary and secondary material, videos
- Trips and visitors
- Using high-quality non-fiction texts to support the development of knowledge and understanding
- Quizzes and written retrieval activities to support long term learning
- Presentations
- Debates and discussions

Assessment and feedback

We recognise that this can take many forms and will be dependent on the age of the child and also the nature of the activity/content within the subject. Formative assessment is used to guide the progress of individual pupils across all subjects. It involves identifying each child's progress, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment is carried out informally by the teachers in the course of their teaching. Retrieval opportunities provide teachers with feedback on the children's long term learning rather than performance and are planned within a sequence of learning and also at later points in the year. This may also include the retrieval of learning from previous years in order to activate prior learning in preparation for new content. Retrieval activities may include: quizzes, brain dumps and fast fours at the beginning of lessons.

Throughout the year, at the end of a sequence of learning, teachers will make informal summative judgements which will then inform future planning where applicable. At the end of the year, teachers will provide a single summative judgement as to whether the child is Working Towards, Working At or showing elements of Great Depth for their year group. This will be based on the teachers' formative and summative activities throughout the year. A sample of work for each judgement will be collected and used to form a benchmark for the subsequent academic year.

Assessments in these subjects may include:

- Show what you know activities e.g. double page spreads, answer an enquiry question
- Quizzes and written retrieval activities to support long term learning
- Fast fours
- Presentations
- Cloze procedure e.g. maps
- Peer assessment of work (where applicable and appropriate)

Equal opportunities and diversity

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. In line with our equality and diversity strategy, resources, stories, content and visitors/visits are carefully chosen and reflected upon to ensure that our children experience and learn from a wide range of backgrounds and cultures.

Safeguarding

Staff are aware that sometimes disclosures may be made when discussing curriculum content. Should this occur, safeguarding procedures must be followed immediately. Please refer to the Safeguarding Policy.

The role of the subject team is to:

- Support colleagues in the teaching of the subject content, particularly in a field of expertise or interest
- Audit curriculum coverage and delivery through shared monitoring
- Discuss curriculum links across the subjects and feedback to staff
- Keep up to date with developments in the subject of interest/expertise
- Liase across the subject team regarding resources, events, visits and visitors
- Conduct shared evaluation, impact and action planning for the subsequent academic year
- Provide support in leading events in school within the subject team
- With support from SLT and phase leaders, take part in wider monitoring such as pupil voice and learning walks

Roles and responsibilities

The subject teams have been created based on the roles of staff within school and also their curriculum interests following a foundation subject audit. This allows staff with specialisms and wider interests to be part of a subject team. All teachers are allocated to a team to provide leadership development for the future. Core subject leaders are placed into teams to facilitate discussions as to how the wider curriculum can further enrich the development of reading, writing and mathematics. Individuals may be asked to lead on a specific subject, particularly where there is budget holder responsibility, curriculum development piece of work (e.g. gathering evidence for a quality mark) or whole school event (such as ARTS week). Where subjects are taught by a specialist, they may also lead the individual subject. In some cases, members of the curriculum team may be asked to take responsibility for a specific action, e.g. a whole school event or liasing with an external agency. This will be with the support of the wider curriculum team.

Appendix 1:

