



# HUMANITIES POLICY

## **Rationale:**

'Humanities' are the subjects associated with the study of human society and culture, which help our students develop their understanding of the world.

Within the context of our school, 'humanities' principally cover the curriculum areas associated with history and geography. At Spring Common Academy Humanities is a subject for pupils working in Key Stages 2 and 3.

## **Principles and Approaches:**

SCA has a values-driven curriculum. We promote the values of:

- Listening
- Moral Purpose
- Trust and Respect
- Supporting Innovation
- Integrity
- Communication
- Building Confidence
- Empathy
- Collaboration

The Humanities curriculum and its delivery seek to emphasise the importance of:

- Learning in stimulating environment for encourage physical, intellectual, emotional and social development
- Providing pupils with opportunities to learn about themselves and the society and culture they live in
- Respect for and tolerance of difference, including, but not limited to, differences of ethnicity, religion and culture
- The acquisition of knowledge and skills required for everyday living
- Making informed choices, through developing skills related to assessing evidence, negotiating, discussion, listening, and problem solving
- Fostering a sense of pride and community within school and in the wider world.

## **Curriculum:**

Curricula topics are planned for across Key Stage groups in long term plans.

We recognise that our learners in Key Stages 2 & 3 are at different stages of development independent of their chronological age, and there for curriculum delivery is differentiated by curricula mode.

In all modes, the curriculum is underpinned by an emphasis on developing and generalising skills, rather than acquiring knowledge.

- *Pre-formal* learning is catered for in medium term plans, covering a term or half-term. These are developed into targeted weekly sessional plans.

- *Semi-formal* learning is catered for in topic webs, covering two to three weeks of learning. These are developed into targeted semi-formal planners.
- Formal learning is catered for in medium term plans, covering a term or half-term. These are developed into targeted weekly sessional plans.

Clear links are made to how planning supports the development of pupils' social, moral, spiritual and cultural development, such as developing stronger links with international schools and participating in events in wider society.

### **Implementation:**

The humanities are delivered through:

- Timetabled curriculum time;
- Explicit, planned links to other curriculum areas, such as literacy and numeracy;
- School events, celebrations and assemblies;
- Visitors, including those from community-based agencies;
- Visits within the local area and further afield, including but not limited to museums.

### **Entitlement:**

All pupils are entitled to a curriculum which engenders their personal and cultural development and prepares them for adult life.

The curriculum offered is delivered to and accessed by every pupil regardless of gender, ability, racial or cultural differences. These issues are addressed fully by the School's Equal Opportunities Policy.

Teachers are expected use their knowledge, skills and understanding to ensure that individual pupils will achieve, enjoy and make progress.

Please see Appendix 2 for specific guidance on teaching Humanities to Children with Autism Spectrum Conditions.

### **Assessment, Recording and Reporting:**

Assessment is an integral part of teaching. Assessment in the humanities is a continuous process, which takes into account the learning process and the way pupils approach and deal with tasks.

Progress will be monitored and recorded throughout the year using SCALES (see Appendix 1).

For the majority of pupils in Key Stages 2 and 3, progress in humanities will be reported against a specific target in the pupil's learning journey.

### **Monitoring and Evaluation:**

Any monitoring or observation of the planning, teaching and learning of the humanities will take place in accordance with the school's monitoring cycle.

**Home-School Links:**

We value parents'/carers' involvement in their child's learning. Teachers keep parents informed of the topics covered on a termly basis. Parents will be encouraged to send materials in to school to support learning, encourage links with their experiences and show their child's development within a wider framework.

**Equal Opportunities:**

This policy has been written according to the guidelines laid down in the school's Equal Opportunities Policy. As with all teaching at Spring Common Academy, the humanities are delivered in such a way as to include all children, irrespective of their ability, gender, race or ethnicity.

**Policy Review:**

The policy will be reviewed annually and updated as appropriate by the designated teacher, with input from other staff and advisors, as appropriate.

## Appendix 1

### Understanding the World Assessment SCALES

Statement
Engages with stories and photos about themselves, their family or others.
Observes and comments on what animals, people or vehicles do.
Imitates everyday actions and in play.
Observe the results of their own actions.
Handle and use artefacts, tools and materials in relation to their purpose.
Link passage of time with a variety of indicators, such as weekends, holidays, seasons.
Communicate about experienced events in the past.
Communicates about familiar people and their role.
Communicate about familiar places and what they are for.
Answer simple questions about places (where), people (who) and time (when).
Sort and classify objects and symbols in terms of simple features - colour, size, similarities, and differences.
Recognise obvious distinctions between the past and present.
Create simple plans and maps and using symbols/language to represent direction.
Demonstrate how to care for their own environment.
Gather information from different sources.
Communicate ideas linking location, function and role.
Respond to simple questions about events (who, when where, why).
Express views of environmental features they like/dislike.
Use common words to indicate the passage of time e.g. now/then, today/yesterday.
Identify key points about significant events beyond living memory.
Identify key points about significant individuals from the past.
Make links between known locations and maps, including symbols and legends.
Use the language of direction and compass points in relation to known locations.
Use a map to name and locate the United Kingdom's countries and capitals.
Use a map to name and locate the continents, oceans and significant features of the world.
Select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing.
Select and use a range of materials and components, including construction materials, textiles and ingredients, for a practical purpose.
Identify correlations, contrasts, similarities, differences and trends in events or locations.
Identify changes, causes, and significances in events.
Explain links between the seasons, weather, climate and habitats.

## **Appendix 2**

### **Teaching Humanities to Children with Autism Spectrum Conditions (ASC)**

General guidance on the approach to teaching and learning for children with ASC may be found within the school's Autism Handbook.

In Humanities students with ASC demonstrate the following characteristic learning and thinking styles:

- A relative strength in concrete thinking, for example, fieldwork and direct interaction with their environment.
- A preference for visually as opposed to orally presented materials, for example, the use of artefacts and pictures.
- A relatively slow speed of processing of orally presented materials leading to partial or incomplete understanding of a spoken instruction.
- A relative strength in rote memory, for example, recalling a list of dates, places, key words particularly if these are presented visually and using sequencing techniques such as timelines.
- A strength in understanding visuospatial relationships, for example, relative locations of places and features including on a map.
- Difficulties in abstract thinking, for example, comprehension of themes or topics that they do not link to their own experience.
- Difficulties in social cognition, for example, understanding the motivations of people at different times in History or different Geographical locations
- Difficulties in communication. Many people with ASC are reluctant writers, some ASC adults describe struggling to understand why they were expected to write down something they already knew.
- Unusual patterns of attention, for example, total absorption in a favourite activity and fleeting attention to something that is not preferred.

Students with ASC are often helped by:

- Use of video, ICT and interactive resources
- Clear and specific language supported by signs and symbols
- Access to artefacts and hands on experiences
- Opportunities to take part in structured and guided role play
- Routines
- Repetition
- Time limits

Policy agreed on: 22 July 2020

Signed on behalf of the Trustees \_\_\_\_\_

Committee: \_\_\_\_\_

Author: \_\_\_\_\_

Review date (optional): \_\_\_\_\_

Website Y/N