



HUMANITIES POLICY

**SPRING COMMON ACADEMY TRUST
AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE. PE29 1TQ**

WHAT ARE THE HUMANITIES?

For the purposes of this policy, 'humanities' refers to the National Curriculum subjects History and Geography, for pupils working in Key Stages 1, 2 and 3.

AIMS

At Spring Common we aim to:

- create a happy and stimulating environment for the physical, intellectual, emotional and social development of the pupils which takes into account their special needs and individual differences;
- encourage respect for and tolerance of other races, religions and cultures;
- help pupils acquire the knowledge and skills required for everyday living and, through this, make informed choices;
- provide pupils with opportunities to learn about themselves, their society and their culture;
- provide opportunities for pupils to assess evidence, make decisions, negotiate, discuss, listen, make and deal with relationships, solve problems and work independently;
- foster a sense of pride and community within school and in the wider environment.

Although these aims are set out separately, the qualities, attitudes, knowledge and skills developed are interdependent. A whole school approach is essential and the policy is shared and discussed with all the adults who teach, help and care for our pupils.

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, keywords 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

CURRICULUM

Topics to be covered are laid out in the school's long term plan. Where appropriate, teachers will use the related QCA scheme and associated Equals scheme to plan the content of their lessons. **Clear links to the SMSC policy are implemented through areas such as; spiritual development and developing stronger links with international schools and enabling pupils**

to be reflective and develop their sense of place within the wider world, moral development of helping to make their world a better place, social development through participation in society and events and cultural development through learning about cultures and life around the world.

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.

INCLUSION

Both the history and geography curricula are a totally inclusive, enabling all pupils to access it at their appropriate levels. Teachers are supported in delivering a suitable curriculum for the pupils they teach through access to the Equals scheme of work. Teachers are expected use their knowledge, skills and understanding to ensure that individual pupils will achieve, enjoy and make progress.

IMPLEMENTATION

The humanities will be delivered through a combination of:

- Discrete, timetabled curriculum time;
- Learning through other curriculum areas, especially literacy and numeracy;
- School events;
- School assemblies;
- Visitors, including those from community-based agencies;
- Visits within the local area, including but not limited to museums;
- Trips further afield, including residential visits where appropriate.

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 using the B-Squared small steps. Where appropriate, pupils will be involved with self-assessment.

Progress made and learning covered will be reported to parents via the Annual Report.

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.

Please refer to the current Humanities Action Plan for specific information regarding monitoring and evaluation **for the academic year 2016 – 2017**.

HOME-SCHOOL LINKS

We value parents'/carers' involvement in their child's learning. Teachers keep parent's informed of the topics covered on a termly basis.

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 Humanities co-ordinator, with input from other staff and advisors, as appropriate.

Policy agreed on: _____

Signed on behalf of the Trustees____

Committee: _____

Author: _____

Review date (optional): _____

Website Y/N