



Garnteg Primary School

Humanities Curriculum Policy

Ratified by Garnteg GB.....

Date 19.12.17

Review date December 2019

Reviewed _____

Next review date _____

Humanities Curriculum Policy

The policy is a statement of the aims, principles and strategies for learning and teaching of Humanities in Garnteg Primary School.

It was developed through a process of consultation between the Geography, History and Religious Education co-ordinators, teaching staff and governors. The policy has been shown to the governing body, and it will next be reviewed in 2020.

The schedule for review of this and all other policy documents is set out in the school's five year plan for whole school development.

School Philosophy of Humanities

Humanities is about children developing an understanding of Geography, History and RE skills and developing an understanding of the world we live in and how it has developed. Developing their ability to express themselves, through imaginative inspiring lessons and tasks.

Geography explores the relationship between the Earth and its people. Geography stimulates curiosity and imagination and we aim to build children's geographical awareness by developing key skills, understanding and knowledge of the world.

History is about developing an awareness of the past, through teaching about people, events and changes. Children should develop a chronologically secure knowledge and understanding of local, Welsh, British and world history. Historical study is a process of enquiry. Using the evidence available to us, we can draw conclusions about what life was like in the past and gain a better understanding of the world today.

At Garnteg Primary School we are committed to encouraging our pupils to learn in creative and exciting ways. We believe that children will be able to take full advantage of the educational opportunities that the school provides. The partnership of home and school is critical in shaping children and young people, and their future careers.

We encourage and make good use of our local community links. We feel it is important that our pupils value and respect the community they live in as well as the wider world. The head teacher, staff and governing body will ensure that opportunities are provided in the school.

We are committed to providing high quality Humanities lessons and give children the chance to engage in exciting and relevant lessons.

Aims for Humanities

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be designed to meet the requirements of the new Successful Futures and Foundation Phase and prepare them for a healthy mind and body in their futures in society.

- Inspire in pupils a curiosity and fascination about the world and its people
- Develop pupils' knowledge and understanding about diverse places, people, resources and natural and human environments
- Deepen understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments
- Acquire Geographical knowledge, understanding and skills
- Enable children to learn and explain how the Earth's features are shaped, interconnected and change over time
- Develop pupils' understanding of basic subject specific vocabulary
- Help pupils gain a coherent knowledge and understanding of Wales' and Britain's past and that of the wider world
- Help children to develop a chronological framework for their knowledge about significant events and people
- Inspire curiosity and foster pupils' enthusiasm to know more about the past
- Encourage pupils to ask relevant questions, think critically, weigh evidence, consider arguments and develop perspective and judgement
- Develop an understanding of the way of life and cultures of people in different times and societies.

Objectives

The school should:

- To promote pupil participation and decision making in all aspects of humanities activities.
- To ensure that activities related to Humanities provided for pupils throughout the day are consistent with curriculum guidance and Welsh Government regulations.
- To work in partnership with community providers to ensure that pupils are having a range of opportunities.

- To offer a broad range of safe, stimulating indoor and outdoor lessons, play and recreational activities.
- To support children with their needs, modelling the use of mindfulness both inside and outside the classroom.
- To encourage and promote safer relationships when using ICT both in school and in the wider community.

Children should:

- Learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- Be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- Be happy, cheerful and well balanced;
- Be enthusiastic and eager to put their best into all activities;
- Care for and take pride in their school and it's appearance;
- Develop non-sexist and non-racist attitudes;
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques and skills which will enable them to develop their inventiveness, entrepreneurial skills and creativity;
- Know about geographical, historical and social aspects of the local environment and their Welsh national heritage and culture and be aware of other times and places and recognise links among family, local, national and international events;
- Have a developing knowledge of the beliefs of the major world regions;
- Develop agility, physical co-ordination and confidence in and through movement;
- Know how to apply the basic principles of health, hygiene and safety.

The Humanities Area of Learning and Experience provides rich opportunities for learning beyond the school walls, for example through exploring the local environment and learning from the experience of people and organisations and businesses in the community. Children and young people will also gain the knowledge and skills to understand and contribute to the communities in which they live and engage with societal issues.

Humanities is evident in the Successful Futures curriculum. The purposes of the curriculum in Wales should be that children and young people develop as;

- Ambitious, capable learners who are ready to learn throughout their lives.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.

Humanities in Successful Futures.

The Humanities Area of Learning and Experience provides fascinating contexts for children and young people to learn about people, place, time and belief. It will give them an understanding of historical, geographical, political, economic and societal factors and provide opportunities to engage in informed discussions about ethics, beliefs, religion and spirituality. Children and young people will learn to consider how these different factors interrelate, and develop an understanding of themselves and other people, their own locality, Wales and the world in a range of times, places and circumstances.

Curriculum Cymraeg

Humanities contributes to the Curriculum Cymraeg by the use of contexts that are relevant to learners' lives in Wales. The rich and varied environment around learners gives the basis for fieldwork.

Developing Wider Skills and Literacy and numeracy framework

All learners should be given opportunities to build on skills they have already acquired. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. These skills include;

Critical thinking and problem solving – marshalling critical and logical processes to analyse and understand situations and develop responses and solutions.

Planning and Organising – implementing solutions and executing ideas and monitoring and reflecting on results.

Creativity and Innovation – generating ideas, openness and courage to explore ideas and express opinions.

Personal Effectiveness – reflecting on and understanding oneself and others, behaving in effective and appropriate ways; being an effective learner.

Literacy and Numeracy Framework 2012

At Garnteg Primary School we fully endorse and have integrated the LNF into all our curriculum policies and Schemes of work.

Within the foundation subjects of Humanities, Geography and Art, Design Technology, Physical Educational, ESDGC, Music the following skills have been mapped into both the long term and short term planning to produce a comprehensive continuum for pupils learning.

The LNF focuses on the learners' acquisition of, and ability to apply, the skills and concepts they have learned to complete tasks appropriate for their stage of development. Expectations are given for each school year from Reception to Year 6 in each of the elements and aspects. The LNF is designed to be inclusive of all learners, including those with additional learning needs (ALN). The Routes to literacy and Routes to numeracy components of the LNF describe progression into Foundation Phase for learners with ALN. Extension expectations are also given for those learners with higher-order literacy and/or numeracy skills, such as more able and talented (MAT) learners. The two components of the LNF are divided into the following strands. Within literacy the strands are:

- oracy across the curriculum
- reading across the curriculum
- writing across the curriculum.

Within **numeracy** the strands are:

- developing numerical reasoning
- using number skills
- using measuring skills
- using data skills.

The teaching of these language skills should always be integrated so that each supports the others. Numeracy in the LNF is described as consisting of four strands. However, developing numerical reasoning underpins the three procedural strands of using number skills, Using measuring skills, Using data skills. It is vital that numeracy is not viewed as four discrete strands, which are developed in isolation from each other.

Progression through the stages is demonstrated by an ability to develop and demonstrate increasing competence in literacy and numeracy skills. The expectations are essentially concerned with developing and recognising a

learner's ability to select and apply literacy and numeracy skills in ways that are appropriate to each context. The expectations are designed to recognise learners' abilities to select and apply numeracy and literacy skills in ways that are appropriate to each context.

Developing Digital Competency

Digital competence is one of 3 cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios which will be integrated into our Humanities Curriculum.

Equal Opportunities and Special Needs

Every effort is made to ensure that expressive arts activities and subsequent assessments are designed to allow full access for all pupils, irrespective of gender or ethnicity.

Although the program of study for each key stage is taught to the great majority of pupils in the key stage, in way appropriate to their abilities, for the small number of pupils who may need the provision, materials is selected from earlier or later key stages to enable individual pupils to progress and demonstrate achievement. Such material is presented in contexts suitable to the pupil's age. Appropriate provision is made for pupils with physical and sensory difficulties using appropriate methods.

Garnteg Primary School is committed to equality, including racial equality, for all members of the school community and promotes a positive and proactive approach to valuing and respecting diversity. It does not tolerate harassment of any kind.

The Role for the Humanities Team is to:

Take the lead in policy development and help in the production of schemes of work designed to ensure progression and continuity in humanities throughout the school; support colleagues in their development of detailed work plans, their implementation of the scheme of work and in assessment and record keeping activities, monitor progress in expressive arts and advise the head teacher on action needed; take responsibility for the purpose and organisation of central resources for humanities, and stimulating their use; keep up-to-date with developments in humanities education and disseminate information to colleagues as appropriate.

The responsibility of the Curriculum Team will encompass liaison with other key stages of education, organising appropriate links arranging exchange of information relating to transfer.

EQUAL OPPORTUNITIES

Garnteg Primary School is committed to equality, including racial equality, for all members of the school community. The school promotes a positive and proactive approach to valuing and respecting diversity, and will not tolerate racial harassment of any kind.

Updated: DECEMBER 2017