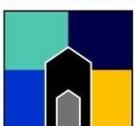




# St Stephens Community Academy Time and Place (Humanities) Policy

The An Daras Multi Academy Trust (ADMAT) Company  
An Exempt Charity Limited by Guarantee  
Company Number/08156955

Status: <b>Approved</b>	
Recommended	
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Statutory	Yes
Adopted v1.0	<b>Spring 2014</b>
This Review v1.0	<b>Autumn 2015</b>
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Advisory Committee	Local Governing Advisory Body
Linked Documents and Policies	National Curriculum 14 SSCA Inclusion Policy SSCA Teaching and Learning Policy SSCA Schemes of Learning 15



# St Stephens Community Academy

## Time and Place (Humanities) Policy

### **Rationale:**

History and Geography are foundation subjects within the National Curriculum. We believe that the teaching of humanities enriches the pupil's lives and by talking about and actively exploring a variety of physical and human features in the past, present and future all pupils will gain a true feel for the world around them and how events have influenced our lives today. We believe pupils should see themselves as an important part of the society that surrounds them and be encouraged to have a curiosity about the differing people and events in their world now and long ago and understand the interdependence of lands, cultures and of different generations within a global ecosystem.

### **In our teaching of Time and Place we aim to promote:**

- An understanding of the causes and consequences of change through physical and human actions and processes
- Knowledge and understanding of people, cultures and events in a variety of places and at different times
- Spiritual, moral, social and cultural development
- A desire to be proactive local and global citizens
- Communication skills – skills in questioning, formulating opinions and arguments, making judgments and carrying out investigations

### **Planning and Coverage:**

In the planning framework the Time and Place curriculum is integrated into learning themes with either a historical or geographical focus targeted. The Domain leader will refer to the National Curriculum to ensure appropriate coverage over each Key Stage. In most cases, long-term and medium-term plans are original and written by the teachers to be more active, purposeful and exciting for pupils and teacher.

### **Thematic Curriculum:**

At St Stephens we believe that pupils learn best when they are inspired by a real purpose. All teachers at St Stephens plan a thematic curriculum which encourages cross curricular links wherever possible. Staff follow the Dimensions Skills based Curriculum and long term planning has been designed to promote high standards with the following questions leading planned learning:

- What do we want pupil to learn?
- What can we choose to teach (The National Curriculum 2014/or our own unit of work)?
- Why are we teaching it?
- What knowledge, skills and understanding will pupil learn?
- How shall we teach it? (Creating the right 'Context for learning')

Topic related visits are undertaken and outside agencies used to give pupils the opportunity to undertake interactive historical and geographical fieldwork studies. We believe that good teaching in Humanities should retain the pupil's interest and range of learning styles. Therefore a variety of activities are used to deliver the Time and Place curriculum including:

- Presentations
- Story telling
- Fieldwork visits or visitors including investigations, interviews, questionnaires, surveys, sketching, problem solving
- Role play / drama

- Discussion and debates
- Quizzes
- Interactive displays
- Enrichment experiences e.g. visitor workshops
- Homework projects (Pupil are encouraged to undertake personal research at home to support and extend their learning in humanities)

### **Aims of teaching History:**

#### **Skills:**

*Chronology*

*Cause and effect*

*Enquiry*

*Interpretation*

- To help pupil understand the present in the context of the past, promoting their sense of chronology.
- To encourage pupils to empathise with peoples of the past through role play, and to respect and celebrate differences.
- To develop pupil's historical enquiry skills through using and evaluating evidence, asking and answering questions.
- To support them in working together to research topics, prepare arguments, organise events and present their findings in variety of ways.
- To enrich other areas of the curriculum.

### **Aims of teaching Geography:**

#### **Skills:**

*Physical and human features*

*Environmental features*

*Geography skills*

*Geographical vocabulary*

- To help pupil make sense of their own surroundings through learning about their own locality and the interaction between people and their environment.
- For pupil to develop an interest in the wonder of the world, including an appreciation of ethnic, cultural and economic diversity.
- To develop the geographical skills necessary to carry out effective geographical enquiry.
- To develop a sense of responsibility towards the environment and an understanding of the human impact on the natural world.
- To enrich and support other areas of the curriculum.

### **Early Years Foundation Stage:**

In Early Years Foundation Stage, history and geography are introduced as part of the Area of Learning and Development **Knowledge and Understanding of the World**. All topics, as every area of the EYFS curriculum, are taught in an active, creative and play-based way, utilising the outdoor and indoor classroom as well as using ICT as a tool for learning.

Pupils begin to understand chronology in terms of their own lives and families. They are encouraged to think about changes over time, differences between old and new, then and now as well as being introduced to vocabulary such as "100 years ago" or "the past."

Pupils also develop a sense of wonder at the natural world, and begin to understand what they can do to help the environment. They become excited by learning about different countries and cultures.

**Recording and Assessment:**

Assessment supports future planning and teaching of humanities. Assessment for learning (AFL) is integrated in all parts of the teaching and learning process. It is carried out on a day-to-day basis and provides teachers and pupils with knowledge of what has been learnt, to inform future planning and how to overcome gaps in learning. AFL forms the basis for marking pupils work and giving feedback both orally and in writing.

Work is assessed according to the learning objectives set and progression is then built into the units based on the results. We assess by observing and questioning the pupil, evaluating knowledge at the start and end of a taught unit and carrying out a scrutiny of work across the school for progression and to identify the areas for improvement. Progress and achievement in the humanities is reported to parents and carers through parent meetings and at the end each year in the annual report.

**Inclusion:**

At St Stephens our aim is to develop the potential of all our pupils. All pupils, including those with special educational needs, undertake the full range of activities. Teacher assessment determines the learning opportunities to which individuals and groups experience during each unit of work. Weekly planning shows how activities have been adapted or extended for the needs of all pupils and, where appropriate, how they relate to personalised learning opportunities.

**Gifted and Talented (G&T) Pupils:**

Please refer to the academy G&T policy for details on defining and identifying G&T pupils.

G&T pupils in humanities are supported through a differentiated curriculum, are given opportunities to develop skills at an appropriate rate and will be given opportunities to:

- engage in sustained pieces of work
- reflect on what they learn
- make connections between ideas and curriculum areas
- apply their learning in new situations
- ask questions
- develop their ability to think logically and to handle abstract ideas □ deepen their interest in the subject

**Contribution to other Areas of the Curriculum:**

The humanities make a significant contribution to the teaching of other subjects, notably Science, History, Geography, Literacy, ICT, RE, Art and Design and Technology. There are constant opportunities to contribute to other curriculum areas, for example citizenship, environmental education, the world of work and aspects of pupil's spiritual moral, social and cultural development.

**Learning Resources:**

Planning includes expectations for pupils to use a variety of resources across the school, including artefacts, posters, textbooks, newspapers, paintings, documents, slides, videos, ICT, visitors and field trips.

Resources for each unit are kept in the humanities resources area alongside boxes containing resources that are unique to individual units of work.

The Time and Place Domain leader is responsible for the maintenance and updating of all resources.

**Safe Practice:**

All staff follow the academy Health and Safety policy and particular note must be taken of the policy relating to the safe practice on visits/fieldwork especially with regards to completing relevant risk assessments.

**RRSA:**

Within our humanities teaching, we, as ADMAT Schools, aim to promote the UNCRC in all aspects of our work. This reflects our position as a Rights Respecting School.

Humanities relates to the UNCRC articles:

Article 7 (equality): 'Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.'

Article 13 (freedom of expression): 'Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.'

Article 17 (right to education): 'Every child has the right to reliable information from the media. This should be information that children can understand.'

Article 28 (right to education): 'Every child has the right to an education.'

Article 29 (goals of education): 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'

Article 31 (freedom of expression): 'Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.'

### **Monitoring and Evaluation:**

All teachers are responsible for monitoring standards but the Domain leader, under direction of the Head of School, is responsible for the direction of the subject across the academy. Time is allocated for the Domain leader to monitor standards and quality across the academy. The Domain leader is expected to keep the curriculum under review and keep the Head of School and link Local Governor informed about changes to requirements and the national and local levels.

### **Standards are Monitored and Evaluated by:**

- Domain leader using allocated time to observe lessons, teachers plans and pupils work □  
Staff meetings to look at children's work and to evaluate standards.
- Collecting teacher assessments of pupils' progress aligned with exemplification standards and expected levels or equivalent in the National Curriculum 2014.

Where particular weaknesses in skills are observed, modification of the curriculum and time allocation for particular aspects of Time and Place are considered and changes made when necessary.

### **Review:**

This policy will be reviewed in line with the academy policy review programme. The Domain leader is responsible for reporting to the Local Governing Advisory Board (LGAB) about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Date Revised: **Autumn 2015**

Date for review: **May 2017**

Signed ..... (Head of School)

Signed..... Chair (LGAB)