

Mount Street Nursery & Infants School



Humanities Policy

Date	June 2023
Review Date	June 2026

Mount Street Nursery and Infant School

POLICY FOR HUMANITIES

Introduction

- This document is a statement of the aims, principles and strategies for teaching and learning of Humanities at Mount Street Nursery and Infant School.
- It was reviewed in the Spring of 2023 through a process of consultation with teaching staff.
- It was approved by the Governing Body as a part of a rolling schedule.

Statement

The Humanities Area of Learning and Experience (AoLE) seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present.

The Area encompasses geography; history; religion, values and ethics; business studies and social studies. These disciplines share many common themes, concepts and transferable skills, while having their own discrete body of knowledge and skills.

All AoLE's are underpinned by challenging opportunities to develop Numeracy, Literacy and Digital Competency skills in addition to providing learners with opportunities to develop each of the Four Core Purposes.

The Statements of What Matters which drive this AoLE are;

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

This AoLE is formatively assessed through careful planning, assessment and listening to learners and the school uses the agreed Progression Steps to measure this.

Teachers are expected to plan using the Four Core Purposes of the curriculum. This ensures that our learners will be;

Ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

and are ready to learn throughout their lives

Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

and are ready to play a full part in life and work

Ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

and are ready to be citizens of Wales and the world

Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

and are ready to lead fulfilling lives as valued members of society.

Through history experiences in Mount Street Infants pupils should be able to:

- Develop an awareness of the nature and use of evidence
- Develop a sense of chronology and time.
- Build up knowledge of events and people from the past
- Appreciate thoughts, beliefs, motives and actions of people in the past
- Develop and use correctly historical language and a vocabulary of historical terms.
- Build a framework of historical facts
- Encourage children to interpret, explain and ask historical questions, for example, for Why did this happen? How do we know this is true?

Through geography experiences in Mount Street Infants pupils should be able

- An understanding and appreciation of communities both local and global
- A real awareness of their surroundings and their role in caring for the environment
- An awareness of the diversity of physical and human conditions in Wales and the world
- An understanding of how places and people are interdependent
- A belief in the importance of being a global citizen
- Locating places, environments and patterns
- Understanding places, environments and processes

Through Religious Education in Mount Street Infants pupils should be:

- An understanding of a range of religions, non-religious philosophical convictions or view which are held by people in Wales, Great Britain and the wider world
- An understanding of traditions/ festivals associated with various religious groups
- An understanding of buildings/places associated with various religions
- To develop empathy and understanding of various religions
- To understand and discuss the roles of various leaders/prophets/important figures within various religions.
- To identify and discuss religious artefacts

Aims

Our aims in teaching Humanities are that all children will be encouraged to be curious and find out by:

- Exploring and experimenting.
- Thinking about questions then asking them and listening to the answers.
- Listening to others' ideas.
- Identifying what they want to find out and how to do it.
- Thinking about what might happen if.
- Becoming aware of human achievements and the 'big ideas' that have shaped the world.
- Investigating sources and issues.
- Thinking about how they will know if something has worked.
- Making observations and measurements and keeping records.
- Making comparisons and identifying similarities and differences.
- Sorting and grouping information using ICT on some occasions.
- Seeing links between cause and effect.
- Making links within the different elements of Humanities.
- Thinking creatively and imaginatively.
- Communicating observations and measurements.
- Recognising simple patterns in their findings.
- Describing what they have found out and offering simple explanations.
- Expressing their own opinions and feelings, and making decisions while considering the viewpoints of others.
- Using and becoming familiar with common words and phrases for their world.
- Reflecting on and evaluating their own and others' work.

History, R.E and Geography are foundations subjects within the Humanities Area of Learning

The aims are to:

- Give children an understanding of Welsh culture, using the many stories unique to Wales
- Give children a sense of their own identity within our social, political, cultural and economical background and relationships
- Prepare children for living and working in the contemporary world
- Provide a Humanities curriculum which is broad, balanced, relevant and differentiated
- Promote positive attitudes towards and enthusiasm for Humanities work in school
- To help children study life in the past- the thoughts, beliefs, emotions, problems, and actions of people who relate to each other within their own and different environments
- To help children gain a level of historical, religious, geographical understanding to their age, ability and maturity

Strategies for the Teaching of Humanities

Children will learn through the process of experiential learning.

We aim to develop the following skills:

Observing

Comparing

Classifying

Enquiring

Exploring and Experimenting

Listening

Making decisions

Predicting and testing

Reflecting

Describing

Sorting and grouping

Sequencing

Asking/ Answering questions

Investigating

Thinking

Solving problems

Recording

Communicating

Evaluating

Strategies for Ensuring Progress and Continuity

Humanities is one of the seven areas of learning within the Foundation Phase. We use the Foundation Phase documentation as the basis for implementing the statutory requirements and for ensuring the development of skills.

Planning in Humanities is a process in which teachers are involved wherein:

- The foundation for curricular planning is developed through a process of collaboration between Staff and governors
- The Curriculum for Wales the basis of our long term plans
- Mid Term plans start from skills to be covered as part of specific topics
- The area of learning leader is responsible for monitoring and reviewing these plans to ensure coverage and to ensure progression and continuity
- Class teachers complete short term plans for the teaching of Humanities. The specific learning objectives and expected outcomes from the work are identified. Activities are noted.
- The short-term plans by individual teachers are monitored by the Head Teacher and Deputy Head Teacher

Assessment of / for learning

- The short term assessments that teachers make as part of every lesson aid future planning. They match these short term assessments closely to the teaching objectives.
- Observations and assessments identified in short term plans feed future planning and identify individual needs and the next stage in their learning
- Verbal feedback and comments written with the pupils are given to help guide children's progress
- Teachers use medium term assessments to measure progress against the key objectives/ skills

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Opportunities to develop pupil's Literacy and Numeracy skills through Humanities are planned for and recorded on weekly planning sheets.

Strategies for Recording and Reporting

Records of progress in Humanities kept for each child include:

- Topic Book which includes evidence of written work as well as photographic evidence where applicable.
- Evidence in Schoop pic collages / class files
- Humanities work displayed around the school.
- Evidence shared on individual class pages on school website.

Resources

There is a range of resources to support the teaching of Humanities across the school. These resources are kept in a central resource area, which all staff have access to which include:

- Measuring instruments such as tapes, metre rules etc.
- Globes, atlases, maps, aerial photographs, topic related resource books.
- A variety of historical source materials such as books, big books, pictures and time lines.
- A selection of topic related artefacts.
- Brecon Museums Educations Service which provides handling collections of original artefacts in school or at the local museum and arrange appropriate workshops.

Information Technology is a major resource which is used in Humanities for:

- Communicating information (word processing and graphics/drawing and data handling packages).
- The development and practice of presenting information.
- Accessing information via the internet.
- Interactive work on the whiteboard.
- Creating videos, sound files and photographs for recording.
- Programmable toys.

Health and safety issues in Humanities include:

- Use of equipment in accordance with health and safety requirements
- Following L.A. guidelines on educational visits relating to the teaching and learning of Humanities.

Welsh Dimension

- Pupils will have the opportunity to access a curriculum which reflects the language, culture and heritage of Wales in line with the Foundation Phase.

Equal Opportunities

- The school provides equality of opportunity for all, regardless of race, gender, ability or background.

Signed: (Chair of Governors)

Date: 20.06.23.....

Date of Review: