Learning Together for a Better World

Humanities Policy

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Intent

Our approach to teaching humanities is as an intrinsic part of topic-based learning, which is known as CCC (Curiosity, Challenge, Creativity). The CCC approach to learning, which is based around a Big Question, allows pupils to utilise their creative skills alongside developing curiosity and challenge.

We want pupils to be historians who have:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

We want pupils to be geographers who have:

- A strong knowledge of where places are and what they are like.
- A deep understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Implementation

At Combe CE Primary School we deliver humanities as an integral part of our topic-based learning (CCC). Due to our mixed age classes, each area of the curriculum is mapped over a two-year cycle and each national curriculum objective is matched one or more of our Big Questions. Some areas of the curriculum are visited more than once, but skills and knowledge are built upon in order to consolidate and extend pupil's understanding.

When constructing the curriculum, consideration was given to ensure an ambitious curriculum with the knowledge and cultural capital pupils need to succeed in life. Within the boundaries of the National Curriculum, historical events and people and geographical locations have been chosen to represent the diverse word in which we live. The curriculum is enriched by celebrating local and national events throughout the year which enhance historical and geographical learning.

Geography lessons include opportunities to:

- Investigate places
- Investigate patterns
- Communicate geographically

History lessons include opportunities to:

- Investigate and interpret the past
- Build an overview of world history

Impact

Pupils will develop the geographical and historical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent historians and geographers in secondary education.

Assessment in humanities takes place using a range of formative strategies such as marking and feedback of work and verbal discussions with pupils, in line with our Marking and Feedback Policy. For our summative assessment at the end of a unit of work, we assess each child as 'working towards' and 'expected'. This monitoring of performance and progress helps to inform future planning which is discussed termly with the Headteacher and monitored during curriculum monitoring. Individuals or groups who need extra support are targeted for extra support.