



HIGHSHORE SCHOOL

Humanities Policy

This policy is a statement of our intentions and practices regarding the teaching of Humanities in our school. Highshore School is a 'Complex Special Needs Secondary School', it is situated in an inner city area of high cultural diversity. Our pupils are all statemented on entry, and admitted with a wide range of special educational needs and complex disabilities and behaviours, which must be recognized, and catered for within the Humanities Curriculum. Humanities is a foundation subject within the National Curriculum. We believe that the teaching of humanities enriches the student's lives and by talking about and actively exploring a variety of physical and human features in the past, present and future all students will gain a true feel of the world around them.

Aims and Purposes:

- To enable students to make sense of their surroundings and wider world.
- To learn about the past in Britain and Europe.
- To prepare students for the future by developing their skills of enquiry, exploration and comparison.
- To develop curiosity in and an understanding of themselves and other people and places and the relationship between them.
- To help students develop their ability for decision-making and personal enrichment.
- To develop a sense of time and understanding of History in a chronological setting and to help students to develop geographical knowledge and understanding.
- To develop historical understanding using evidence, visual and artefacts from the past.
- To encourage students to develop an interest in and knowledge of places beyond their immediate experience.
- To recognise diversity of human experience and reinforce the school's equal opportunities policy by introducing students to a variety of places, cultures and traditions.
- To enable all students to experience to experience aspects of different religions through, culture, buildings and artefacts.
- To enable students to recognise that Geography is the study of people and places and the interaction between them and develop an awareness that the past sometimes has lessons for the future.

The role of the subject leader:

Responsibilities will include:

- To advise the Head Teacher and Governing Body on the future development of Humanities in Highshore School.
- To plan, write and keep under review the Humanities policy document.
- To be responsible for the implementation of the policy document and to monitor the development of humanities throughout Key Stage 3. With particular regard to raising standards.
- To evaluate continuity, breadth, achievement and progress across Key

Stage 3 by monitoring any planning of other teachers and students work in this subject.

- To observe and support colleagues in the classroom in the area of Humanities, when needed.
- To be able to liaise with colleagues in the planning and assessment of humanities, when required.
- To identify and provide resources that are needed for the effective teaching of humanities and that promote learning and an interest in this subject.
- To be aware of and promote cross curricular links. And appropriate use of ICT.
- To encourage equal opportunities for all children in the field of Humanities.

Curriculum Content:

In key stage 3, The Humanities Curriculum is divided into 3 terms and taught in topics:

Garnet class focus on the UK and the immediate area of London. This is then split into three distinct terms:

Autumn: Where in the world is the UK? Festivals and celebrations.

Spring: Britain and the past.

Summer: Places of interest in London.

Year 7's focus on France and Europe. This too is split into three terms.

Autumn: Where in the world is France? World maps and continents. Festivals and celebrations in France.

Spring: France and it's past (timelines).

Summer: Economy of France – Tourism.

Year 8 and 8/9 Focus on Spain and Europe. Split into three terms.

Autumn: Where in the world is Spain? World maps and continents. Festivals and celebrations in Spain.

Spring: Spain and it's past (timelines).

Summer: Economy, Tourism in Spain.

Year 9 Focus on Germany and Europe. Divided into three terms.

Autumn: Where in the world is Germany? World maps and continents. Festivals and celebrations in Germany.

Spring: History of Germany including World War II. (timelines).

Summer: Economy. Tourism in Germany.

Teaching and Learning Styles:

Humanities is taught using a variety of styles to accommodate the needs and educational ranges of our students.

- To extend and re-enforce their knowledge about themselves, culture and a sense of belonging.
- The exploration of immediate area and central London, using books, interactive whiteboard and their own research from family or the internet.
- Practical Exploration - visits and work shops, including places of interest and new developments.
- Investigations of a place outside the UK (Europe). France, Spain and Germany.
- Individual and small group activities which further the student communicative skills, discussion, model making, artefacts, lists, graphs, maps, picture cue, visuals and verbal prompts.

- Practical and independent activities.
- Investigations using the internet.

Monitoring and Assessment:

Teacher assessment will be made on a termly basis. Teachers will be guided by The National Curriculum P- level descriptors where possible and 'B Squared' once it is fully operational.

Level descriptors for each student will be collated at the end of each school year by the Humanities coordinator.

Time Allocation:

All key stage 3 students are taught Humanities, once a week for a double lesson. (1 hour 15 minutes) Three terms a year.

Equal Opportunities:

Where particular pupils have additional needs which must be addressed in order to overcome barriers to learning - for example as the result of a disability, medical needs, communication issues and sensory impairment - teachers will take account of these requirements as mentioned in the teaching styles.

- Providing appropriate visual support through picture communication systems.
- To simplify the use of classroom language, to learn and use Makaton.
- Rewriting source material and historical evidence where necessary.
- Considering religions equally and respectfully bearing in mind students personal faiths and backgrounds.

Cross - curricular Links:

Links will be made with other curriculum areas to support and enhance the delivery of Humanities.

- Maths - interpreting data, graphs, making predictions, comparing size and mass.
- English - listening, speaking, writing and reading skills (where appropriate). Student will need to be able to express themselves. Report writing and interviews.
- ICT - Skills are needed to research information they have gained or to use/find picture cues.
- PHSE/ Social Communication - Learning about yourself with other cultures and areas of diversity in their world.
- Art/design – Pupils to use their skills to build living maps.
- Food Technology – food tasting and making specific meals from other countries.

Health and Safety:

Risk assessments need to be completed by all lead teachers of Humanity visits or outings.

Subject: Humanities KS3

Subject Leader: Stephanie Cousins

Date: May 2015

Date ratified by Governors: June 9th 2015

Julia A. Field