



## **Marshfields School**

### **Humanities Policy**

**2019**

#### **The Mission Statement and the Aims of the School**

The Humanities Policy at Marshfields seeks to support and deliver the Aims and the SHAPED vision of the school whilst incorporating the agenda of Every Child Matters:

Successful- in own achievements

Happy- during learning times

Aspiring- to continue to make progress

Purposeful- when carrying out set activities

Exciting and- building natural curiosity

to embrace Diversity - by being encouraged to value other people's thoughts and opinions

All those involved in the teaching and learning of Humanities will be valued for their individual specialist contributions to the subject and will be expected to give of their best.

## **The unique contribution of the subject**

The following constitute the unique contribution that Humanities bring to the curriculum and students:

- Its awareness of past cultures and so developing a sense of identity
- Its awareness of how the past impacts on today
- Its developing sense of a passing of time
- Its comparing and contrasting of own and others' lives
- Its use of sources of information to form and justify opinions, answer questions and speculate about future events
- Its awareness of other religions and cultures different and similar to their own
- Its recognition of others' and developing own values and beliefs
- Its encouragement of a positive attitude towards their and others' rights and opinions
- Its awareness of their location to others' in the World and how this affects them
- Its awareness of how their and others' actions impact on the environment
- Its recognition of human and natural issues in the World

## **Breadth, balance and relevance**

The careful planning and organisation of the 3 subjects within Humanities ensure the students have a broad and balanced experience in all key stages. The department is mindful of the relevance of the subject to each individual student and help, support and encouragement is provided to match these needs. Students will be encouraged to explore ideas and opinions different to their own and find links between Humanities and other areas of the curriculum. They will be encouraged to use computers in Humanities where is it relevant.

## **Links across the curriculum**

Humanities' links across the curriculum include English, Maths and Science. We encourage using and developing independent skills in reading, writing and speaking and listening. We work with other departments where topics may be duplicated such as environmental issues. We use numeracy skills when studying chronology and timelines.

## **Differentiation**

Differentiation occurs in Humanities using different teaching styles, varying the presentation of materials and via the students' own abilities. Differentiation is also achieved by the students own outcomes.

## **Continuity and progression**

Careful planning, monitoring and evaluation are the main methods used to ensure successful continuity and progression within the Humanities curriculum, providing students at different levels of attainment the opportunities to achieve in Humanities.

## **Assessment and recording**

In line with the school policy, assessment and recording will take a variety of forms in Humanities:

- Continuous assessment via oral questioning and observations
- Tracking of progress using RAG rated descriptors
- Teacher assessments
- End of topic assessments

Assessment and recording will be carried out in order to monitor students' progress and achievements and ensuring that individual students' needs are being met. It will ensure the legal requirements of the National Curriculum are being fulfilled and provide evidence to all interested parties. It will also form the basis for future planning.

## **Teaching methods and resources**

Practical hands on activities	Discussions (small groups and whole class)	Questions and answer session (differentiated by teacher to check and extend understanding)
Videos (including appropriate 'you tube' clips)	Chalk and talk (using mini white boards/ mind maps/ learning walks)	Creative writing, focus on written communication and key words

Use of computers for presentations, displays, assessments and research	Tests (as part of assessment)	Worksheets (differentiated)
Role play	Written communication to be checked and marked regularly	Problem solving (individual and group work)
Investigations/ experiments	Presentation of own work to share learning experiences	Cut and stick activities to show knowledge and consolidation of learning

The school has a room dedicated to Humanities with appropriate resources for all 3 subject areas. The school grounds are also used to conduct some lessons. The department has built up specialist resources over the years and sources new resources on an on-going basis.

### **Equality of access**

The Humanities Policy reflects the global objectives of the school's Equal Opportunities Policy.

### **Homework**

Homework is set in accordance with the school's policy on homework, all students are rewarded for completion of homework in Humanities and their work is kept in their books or exceptional work is put on display in the classroom.

### **Marking**

Marking in the department fully endorses the school's marking policy.

### **Quality assurance**

Lead Teacher: Mrs Brown - Humanities Teacher

Other Teachers: Mr Czuchaj (Y7) / Mrs Ellis (Y8) / Mrs Macdonald (Y9)

Supported by a dedicated team of teaching assistants.

Classes are taught in class sizes not exceeding 14 students. Most classes are supported with a dedicated teaching assistant. This gives the flexibility to further divide classes into smaller groups where a 'higher level teaching assistant' is available to lead particular activities with smaller groups. Students are taught in their form groups in year 7 and

then grouped where it is felt they will aspire most in years 8 and 9. In Key Stage 4 there is one Humanities group of a maximum of 12 students with a focus on History.

Topics are taught on a History/Geography rotation in Key Stage 3 with RE interspersed and key cultural events studied. As a department we endeavour to work with other Peterborough schools to develop the department. We are in consultation from SACRE to develop our RE. We hold an annual Core Beliefs Day in which focussed study of major world faiths is undertaken by the whole school; with visits and speakers being used. We work with other curriculum areas on topics that cross curricula to ensure consistency.

In Key Stage 4 the assessment requirements are set by the examining board. All work is moderated by the teacher and submitted accordingly. There is further quality assurance via direct observations by SLT and teachers are encouraged to observe others.

### **Monitoring standards**

The Humanities department plays a key role in the school's general improvement in standards, cohort improvement and individual student improvement. The department has high expectations for all students and closely monitors and evaluates the improvements' achievements. Targets are set in Humanities across each Key Stage.

### **Evaluations and review of the policy**

The leader of the department will provide an annual report to the allocated subject governor and the Head Teacher on the progress made in this curricula area. They will also review, update and amend the policy and processes as required to ensure that it is effective, in line with other school policies and complies with any changes to the National Curriculum.

Mrs Brown

January 2019

Presented to Governors

Approved by Governors