



## Humanities Subject Policy

# Inspire – Impact – Independence

### OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence - Inclusion beyond the barriers".

#### Moral Purpose

"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

Policy developed by:	E Newman (Subject Leader - Humanities) October 2019
Policy to be reviewed:	Summer 2020
Summary of changes	

**Approved by:**

**Headteacher:**

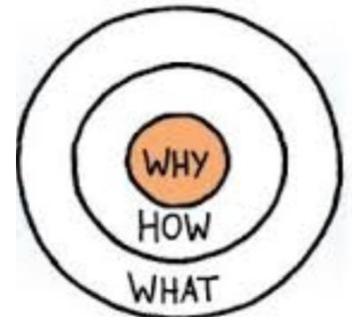
**Chair of Governors:**

**Date:**

**Date:**

## Aims of Teaching and Learning at Oakwood; Inspire – Impact – Independence

The aim of Teaching and Learning at Oakwood is to provide high quality education which **inspires**, has a positive **impact** on all young people and results in fostering **independence**, preparing them for the future.



### **Oakwood's Computing Subject Policy Intent (Why)**

The purpose of Humanities is the opportunity for pupils to discover and appreciate a world outside of their own experience. Humanities aims to gift children and young people with transferrable skills and knowledge which will not only help them academically, but in life.

*"A people without the knowledge of their past, history, origin and culture is like a tree without roots."* Marcus Garvey

### **Policy Development (How)**

This policy has been developed through:

- Undertaking a thorough subject curriculum review consisting of:
  - Curriculum research; a comprehensive assessment of the National Curriculum
  - Researching a 'stage not age' approach to learning
  - Cross-collaboration planning with another Special School (Green Lane, Warrington)
  - Curriculum research; a comprehensive program of networking and CPD to ensure Oakwood is in line with National Curriculum requirements and guidance from professional bodies
  - An annual SWOT analysis of the curriculum has been created using this document.
  - Analysis of pupil progress data and exam results
  - Pupil voice feedback

### **Oakwood Computing Policy Implementation (What)**

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## About the Computing Department

Humanities Subject Leader - Miss Emily Newman

Humanities Teaching Staff - E Newman, L Potter and C McLaughlin

Teaching Assistants - S Booth, S Miller, R Warbrick

## Professional links

### Humanities at Oakwood

The purpose of Humanities is to give pupils the opportunities to learn about events and places outside of their own personal experiences. Pupils will learn about societies of the past and of the present. Pupils will compare past and present events and see how the World has developed and changed over time. They will learn about the World itself, how it has evolved over thousands of years, and how we as global citizens are continuing to alter and shape its future.

Humanities gives children the tools to explore different beliefs, faiths and cultures, allowing them to sensitively tackle deep and meaningful conversations, as well as consider their own mortality and place in the community. British Values are covered in every topic studied and can be evidenced through themes such as the history of democracy in Britain, the Rise of the Dictators in Europe pre-WW2, universal suffrage, the abolition of slavery, the History of Crime and Punishment in Britain and promotion of tolerance and respect through learning, debate and challenging of negative stereotypes.

The curriculum is divided into two strands: History and Geography:

Geography	History
<ul style="list-style-type: none"><li>- Locational Knowledge</li><li>- Place Knowledge</li><li>- Human and Physical Geography</li><li>- Geographical Skills and Fieldwork</li></ul>	<ul style="list-style-type: none"><li>- Chronology</li><li>- An understanding of the past and how the world has changed and developed.</li><li>- Analyzing sources and artefacts.</li></ul>

# **Subject Design and Delivery**

## **Humanities Curriculum Progression Model**

The Oakwood Humanities Curriculum has been designed to cover a range of topics spanning over Key Stage 1, 2 and 3, allowing teaching staff to deliver inspiring lessons which are designed to cater to the stage of learning not the chronological age of the child. This allows lessons so be planned to the needs of the learners. The strands of the Curriculum have been drawn from the National Curriculum. Choosing topics from all three Key Stages allows the interests of the children to be explored. This in turn, promotes a love for the subjects, as well as a desire to learn and progress, whilst promoting independence.

As Oakwood is a Special Educational Needs school many elements of the programmes of study are revisited or adapted across Key Stages to consolidate knowledge and address gaps in pupil knowledge.

## **Foundation Humanities overview**

In Foundation Stage (Years 5, 6 and 7) pupils have 2 Humanities lessons per week, with each lesson lasting for 50 minutes. This is the beginning of the child's Oakwood journey and where they begin to develop their basic Geographical and Historical skill set. They will be given tools such as maps, books, stories and other artefacts to learn about the past and the world around us.

Pupils in Foundation Stage are to develop a chronologically secure knowledge and understanding of British, local and world History and Geography. Pupils should study different periods of time and places and explore how they have developed and changed over time. They should understand that our knowledge of the past is constructed from a range of sources.

## **Key Stage 3 Humanities overview**

Pupils in Key Stage 3 have 2 Humanities lessons per week with each lesson lasting for 50 minutes. The lessons used as topic lessons. This includes studying sources, map work, using books, stories and other artefacts to learn about the past and the world around us. One half term the topic will be focused on an historic subject, the next will have a geography focus.

Throughout Key Stage 3, pupils should develop their key skills learnt in Key Stage 2. They should be given opportunities to extend their chronologically secure knowledge and understanding so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections and analyse contrasts and trends within periods and over long arcs of time. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

## **SMSC in Humanities**

All teachers in the Humanities department are familiar of vulnerability to extremist and radicalisations and the procedures to follow when dealing with these concerns. When delivering lessons in Humanities we look out for indicators and report any concerns. We work to prevent pupils from developing extreme and radical views by embedding SMSC principles throughout the English curriculum.

During lessons in Humanities we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn. In Humanities, we explore our feelings and beliefs through debate and study British values such as democracy, the rule of law, individual liberty, and mutual respect and tolerance as integral parts of the curriculum. Pupils reflect on their own lives and personal situations through text types such as diaries, biographies and autobiographies. Also pupils enhance their emotional understanding through the widening of their vocabulary, role play and effective communication with both peers and staff.

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong. In Humanities we deliver moral development through studying the History of Crime and Punishment at KS4. Pupils in KS3 explore issues of equality, understanding and right and wrong through topics such as women's suffrage, the abolition of slavery, the Holocaust, changes to Britain brought about by the Norman Conquest and fair trade. These moral issues are explored through both verbal and written opportunities.

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development, they gain interpersonal skills that allow them to form successful relationships and to become a positive team member. In Humanities we deliver social development through working in groups of different sizes, participating in debates, the use of cooperative learning strategies, playing games, investigation of the wider school and local community (local history projects, as well as Geographical investigations), and the understanding that everyone is important and has the right to be treated with respect, dignity and understanding.

Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity. In Humanities we deliver cultural development through the study of our local community over time, topics such as the evacuation of large cities during WW2, the Kinder Transport, immigration and the role of immigration on shaping our culture. Teachers in Humanities encourage pupils to ask questions about other cultures and through knowledge, gain understanding and value cultural diversity.

All subject teachers of Humanities are familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. When delivering lessons, we look out for indicators and report any concerns. We work to prevent pupils from developing extreme and radical views by embedding SMSC principles throughout the Humanities curriculum.

## **British Values in Humanities**

In Humanities at Oakwood, we seek to actively promote the fundamental British values of **democracy, the rule of law, individual liberty, and mutual respect and tolerance** of those with different faiths and beliefs. These values are explicitly embedded in schemes of work and lesson planning with active reference made to these values in the relevant context during lessons.

Examples include, but are not limited to:

Exploring democracy through class votes and investigating how technology is used as part of the democratic process, for example census data, online polls and petitions, and the electoral register.

Exercising individual liberty and learning the difference between "freedom to" and "freedom from" in the contexts of; acceptable use policies, and explicit or implicit codes of conduct.

Promoting mutual respect and tolerance by exploring ethical and cultural issues such as; the digital divide, checking content for factual errors and bias, cyberbullying, acceptable limits of personal liberty as detailed above.

## **Extra-Curricular activities in Humanities and Interventions**

### **External Humanities Opportunities**

Humanities is a topic which has endless opportunities for outdoor and offsite learning. Giving children these opportunities puts topics into a real life concept. Through educational trips and visits, we can allow children to explore their surroundings and the past in a hands-on, engaging manner.

### **Cross Curricular Links and Subject Intervention**

Communication between teachers is paramount to the progression and success of children. In Humanities, pupils are encouraged to become a part of the learning process. Cross-curricular planning allows the pupils to make concrete links between subjects, allowing them to develop specific skills. As well as this, it allows pupils to transfer knowledge confidently. Cross-curricular links, allow pupils to feel confident in their own knowledge and ability. Humanities uses a wide variety of cross-curricular links, including;

- English - independent reading, visual literacy, imaginative writing and speaking and listening skills.
- Maths- map work and coordinates, scale work and measuring, climate and temperature.
- Science - water cycle, rivers and mountains (habitats and environment).
- ICT - a range of ICT programmes used to engage pupils, use of Power Point to prepare and present information both teachers and pupils
- Citizenship/SEAL/PSHE - pupils communicate in a variety of ways to complete activities. This includes group work, partners and whole class situations. This practise provides pupils with the opportunity to develop their communication skills with their peers.

The Foundation Base uses a 'topics based' curriculum, which means that all subjects taught are based around one central theme. Through meeting with the Foundation teaching staff, all Humanities topics link to or have relevant to the other learning which is taking place.

Teachers from other subject areas have access to pupils' progress records via SIMS POS in order to provide relevant differentiation.

Humanities is a subject which incorporates other subjects studied within the National Curriculum. Humanities has strong links to English, Literacy,

## **Health and Safety in Humanities**

Oakwood is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff believe that Oakwood should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child and they strive to provide this within their classrooms. All staff are aware and follow health and safety guidelines. Please see the Safeguarding Policy for more details.

Before being allowed to work in the Humanities classroom(s) all pupils are made aware of the emergency evacuation procedure. A copy of the evacuation route and location of fire extinguishers can be found on the doors of all classrooms.

## Oakwood Computing Policy Impact (What)

This section of the policy is a working document and will be updated with evidence of impact as and when it is collated.

How has the policy implementation impacted on the initial intent of the policy?

Policy intent:	Policy impact:		
	Safe	Creative	Effective
Knowledge			
Skills			
Understanding			