ROWHILL SCHOOL HUMANITIES POLICY

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ROWHILL SCHOOL HUMANITIES POLICY

This subject policy incorporates the following school policies and statements:

MISSION STATEMENT

Rowhill School expects that all students should aspire to be:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

PHILOSOPHY

This policy reflects the school values and philosophy in relation to teaching and learning. It sets out a framework for key stage 3 Humanities which impacts on the way staff can operate and deliver the various components of the subject. Its purpose is to impact positively on classroom practice and to ensure that it promotes high expectations of staff and pupils by providing a flexible content framework that can be sequenced in a way that meets the cohort needs ensuring the pupils develop their understanding of the world in which they live.

CONTEXT

Humanities at key Stage 3 will incorporate a wide range of subjects that will be developed into termly projects based on the headings provided over a 3 year period (see matrix). Each teacher can define and plan the project based on the following:

-it meets the aims highlighted below

-it focusses and makes reference to all the subjects stated below

-it meets the needs and makes the content relevant to the pupils in that cohort

-sequencing takes places within each project but also throughout the area of focus.

-it ensures that the assessment aims are met

-all aspects of the expectations of the teaching and learning policy are met

AIMS (INTENT)

The aims of this policy are to ensure that, through high quality teaching, we enable all our pupils to:

- Engage in the learning process and hence improve self-confidence and esteem and be able to more fully understand their impact on the world in which they live
- Achieve their potential through quality SEND teaching through project-based learning
- To improve functional literacy, numeracy, TT competency within each scheme
- Grow and develop in a positive learning environment, and be able to explore, examine and analyse information with others

- To understand their social, emotional and wellbeing within the context of local , national and global issues
- Be safe and make informed decisions that have a positive impact
- Have access to a wide range of academic, vocational and life skill experiences, resources and discussions
- Possess a strong sense of moral values with a tolerance, appreciation and understanding of other cultures, faiths and backgrounds within our communities

CONTENT

The following principles underpin all Humanities, as with all teaching and learning at Rowhill School. Thorough planning of Programmes of Study, Schemes of Work and short-term plans give a detailed overview of the focus of all planned learning intentions and activities for cohort in the following themes:

1. Social, moral, spiritual and culture (SMSC)
2. Global citizenship
3. Equality and discrimination

The following subject areas need to be included in all projects

a. Geography
b. History
c. RE and philosophy
d. Languages

Other content can be included to reinforce and help a fuller understanding of the area being taught PBL, for example:

PSHE, Music, Art, PE and sport etc and focus on broad coverage, functional content, strategic focus on learning needs and well sequenced progression to ensure all pupils access are relevant curriculum offers in line with the T&L Policy.

Opportunities to reinforce literacy, numeracy, ICT and creativity are integral to all planning and teaching

HOW LEARNING TAKES PLACE (IMPLENTATION)

In relation to the above content the Humanities project delivery will be based on the following Matrix:

	T1	T2	T3	T4	T5	T6
THEME	**THE DEVELOPMENT OF THE CUMMUNITY** Where we live and how our community works	**EXPLORATION** How and where have humans explored?	**EXPLOITATION** How have humans exploited the earth?	**AWE AND WONDER** Natural wonders and human wonders.	**HUMAN DEVELOPMENT** How have humans advanced over time?	**DANGEROUS WORLD** What is more dangerous …nature or man?

YEAR 7	What is our area like? Look at human and physical features. Local history such as Pocahontas, Local castles and their history including Leeds, Hever, Rochester. Local religions, languages and diversity	Where have you explored in the world? Personal experience of places children have been or would like to go. What made those places interesting or not?	How has our local area been exploited by humans? Consider housing estates, infrastructure, farming, hunting etc. What would happen if we continue to exploit the natural world?	Where local is interesting … London sights, places of beauty. Where have you been that has inspired awe and wonder and where have the children been? Consider their personal experience.	How has the community advanced locally over time? Look at natural and human elements, peace and war, equality and diversity. Compare the local area historically and now. Consider how we may advance in the future?	Looking at our surroundings what events have occurred either man made or natural, in modern day or historically that have been a danger to human kind? Consider natural disasters, terrorism etc.
YEAR 8	How has Briton become more multicultural over time? Has it always been that way? Consider the changes in immigration, areas where different cultures live in Briton, languages spoken. Historical and modern issues around	16th 17th century (British explorers and how they explored by boats, places they discovered etc) How colonial countries took resources and land to claim their own etc.	How has Briton been exploited by humans? Consider farming, use of fossil fuels, travel, population, diseases. What can we do to correct this?	Where local is interesting to you… British sights, places of beauty. Who built it where does	How has Briton advanced as a nation over time? Are there areas we have not advanced in? Consider technology, travel, language, equality and diversity, peace and war etc.	Looking at Briton as a whole what events have occurred either man made or natural, in modern day or historically that have been a danger to human kind? Consider natural disasters, terrorism etc.

	race and culture within Briton.					
YEAR 9	How have different communities developed around the world? Consider significant changes in history, location and human/physical features within communities and language/religion and culture around the world.	Space exploration where can we go if we destroy this planet? How have people explored space in the past and how are we exploring now? How could we explore in the future and do we believe we will find another planet that could be habitable?	How have humans exploited the world? Consider world wars, population growth and culling in different countries, diseases and pandemics, global warming.	7 wonders of the world, modern wonders and natural wonders. Why and how were they built? Where did they come from? What makes them so fascinating?	How has the world advanced as a whole? Technology, travel, intelligence, knowledge and understanding, inventions etc	Looking at what events globally have occurred, either man made or natural, in modern day or historically that have been a danger to human kind? Consider natural disasters, terrorism etc.

We know that young people learn in a variety of different ways. Understanding the different strategies they use for learning is important in planning and delivering successful lessons. The following selection of principles from the T&L policy can be effective when using project based learning ensuring our pupils can learn effectively:

- Pupils experiencing <u>success</u> are more likely to succeed at the next task therefore all activities set should give them the opportunity to succeed
- Pupils are more likely to respond positively to a challenge that extends their knowledge, skills and understanding which is <u>enjoyable, stimulating and interesting</u>
- Learning is mastered more easily if it is based on <u>practical experience</u> and makes use of as many senses as possible. <u>Many of our pupils learn kinaesthetically and visually</u> and will not respond to high levels of teacher talking/explaining/giving instructions
- Pupils are better motivated when they are learning in a <u>structured and stimulating environment</u>
- Some learning is enhanced by the <u>opportunity to share and discuss</u> ideas with others. Collaboration and cooperation have an important role in developing pupils' social skills
- Pupils often learn effectively through <u>discovering things for themselves</u> and is most effective when presented in a well-structured and safe environment

- Pupils learn through question, answers and reflection. A carefully planned didactic approach to teaching which involves the whole class is one of the most efficient uses of the teacher's time and one which encourages our more reluctant enquirers to develop vital skills
- Pupils' learning is enhanced by having <u>a flexible curriculum that responds to personal experiences and immediate events such as and enrichment projects</u>

SUPPORTING TEACHING AND LEARNING

Our pupils are supported through difficulties they encounter in their learning by carefully tiered interventions using different personnel in the school with the ultimate aim always being to maintain each individual pupil on track with their learning. To that end every lesson in carefully planned to ensure that pupils:

1. Acquire new knowledge, skills and attitudes

2. Develop a concept or process

3. Use, consolidate or refine skills and deepen understanding

OPPORTUNITIES FOR LEARNING

We aim to offer a rich and varied range of opportunities for learning and project based learning lends itself to this through:

- Well-structured lessons
- Interactive displays and resources, including the pupils' own work
- Use of the school grounds and physical resources.
- Visits to places of interest including the local environment, museums, exhibitions, galleries, wildlife areas, theatres, rural and coastal settings, London, etc.
- Assemblies, concerts and drama productions
- Shared and cooperative learning
- Specialist teachers, artists, musicians, theatre groups, coaches and other visitors both on and off-site
- Celebrating talents, interests and achievements within the school community
- Extra-curricular clubs and activities
- Curriculum theme weeks and Focus Days and other opportunities for cross curricular working
- Enrichment Curriculum
- Practical activities and opportunities for teamwork
- Individual research and challenges through homework

ASSESSMENT (IMPACT)

Rowhill School believes that regular and assessment is essential for ensuring successful teaching and learning. Pupil development should be at the heart of our assessment policy. Assessment enables pupils to understand where they are in their learning and to understand what they need to do next.

Assessment provides pupils with a means to explore their own progress and development. Assessments should involve consistent use of plenaries, soliciting feedback from pupils and evaluating every lesson to ascertain the occurrence of learning. Assessment should take into account the individual needs educational need of the pupils and to use the best means of challenging and motivating them to learn.

Within the context for Humanities all lesson should have an inbuilt learning objective which clearly shows sequencing and progress throughout the project. These objectives will help to track pupil progress in the following areas across projects:

1. Demonstrate learned knowledge and understanding on relation to the content covered.
2. Can collect, collate and communicate information to explain situations and gauge impact
3. Is able to analyse and evaluate information to prove a case
4. Interprets information to inform future planning.