

## Junior School Humanities Policy

*'We strive to offer a rich, inclusive and accessible education where our pupils feel supported and enjoy learning.'*

### Humanities Policy Statement

The aim of this document is to provide a clear statement of the principle and practice of Humanities at My Online Schooling Junior School. It provides a framework which allows all staff to be confident in developing their own practice in Humanities and ensures that we are consistent in the way we work with our pupils.

### Aims

#### ***We aim to ensure that all pupils at MOS:***

- are inspired to have a curiosity and fascination about the world and its people.
- are equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- are inspired to have a curiosity to know more about the past and ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

#### ***In order to do this, we will:***

- Promote enjoyment and enthusiasm for learning through practical activities and opportunities for exploration and discussion.
- Enable pupils to develop key skills and knowledge in line with the National Curriculum recommendations.
- Enable pupils to understand and embrace the diversity of our planet in terms of physical and human geography as well as the complexity of people's lives throughout history.
- Offer cross-curricular learning opportunities for pupils to expand their learning of the world around them and the past through multiple mediums such as art, drama and music.

### Humanities Curriculum Planning

- The Humanities curriculum has been designed to support the aims and objectives of the National Curriculum and offers a range of active, stimulating, and creative teaching and learning experiences.

- The learning opportunities offered provide opportunities for pupils to acquire the knowledge, skills and understanding of Geography and History as well as topic-related key vocabulary.
- The learning experiences are purposeful and diverse to ensure all pupils feel represented.
- Pupils are challenged and encouraged to use key skills that are outlined in the National Curriculum and are focused on explicitly throughout each topic; *discuss, describe, interpret, empathise, and making judgements*.
- To support our progressive curriculum, we offer cross-curricular learning opportunities for pupils to expand their learning of the world around them and the past through multiple mediums such as art, drama and music.
- To celebrate and inspire in pupils a curiosity and fascination in our world, we offer a range of engaging events throughout the academic year, including a whole school cross curricular Humanities week, themed days and stimulating resources on the Junior Humanities Hub.

## Teaching

- In lessons, pupils will all have access to an age-related curriculum. Differentiation will be addressed through the level of depth in questioning and analysis.
- The large majority of pupils progress through the curriculum content at broadly the same rate. Pupils who grasp concepts more rapidly will have their learning extended by going into depth in the age-related objectives and the Humanities key skills; *discuss, describe, interpret, empathise, and making judgements*.
- Pupils who find specific concepts more challenging to grasp will be provided with direct teacher support during lessons and support through additional home learning activities.
- To ensure no pupil is left behind in their learning and pupils develop a genuine conceptual understanding of the topics covered, we teach in small steps to ensure all pupils understand the content thoroughly before moving on. Pupils are encouraged to take part in 'mini-plenaries' and reflections throughout the lessons to assess their own learning.

## Structure of KS2 Delivery

- Starter
- Introduction to key vocabulary for the lesson
- Application of topic knowledge and skills
- Assessment for Learning strategies
- Plenary and self-reflection

## Expectations of Presentation of Humanities

- All teachers have high expectations of their pupils.
- Pupils are encouraged to use lined paper to make notes appropriately during the lesson.
- Pupils are encouraged to use the correct layout when presenting written work, for example using a ruler to draw a table.

- Pupils are also encouraged to submit Independent Learning Assignments neatly with a clear layout.

### **Assessment and Monitoring**

- Pupils are given both oral and written feedback about their Humanities learning. This includes positive and relevant feedback and areas of development and next steps in learning.
- Pupils are given time for self-reflection and to respond to feedback throughout and at the end of each lesson to use mini-plenaries and the Sticky Note reflection strategy tool.
- Pupils are also encouraged to respond to feedback on Canvas and are given further opportunities to reflect on their termly learning linked to reporting to parents at Consultations and on iSAMS.
- **Formative assessment** – on a weekly basis, based on a range of evidence, teachers input formative assessment on the NC ‘I Can’ assessment grids, highlighting gaps in learning and ensuring next steps are taking place to address these gaps.
- **Summative assessment** – teachers use formative assessments gathered through a range of evidence over time to inform their summative judgements on a termly basis.

### **Reporting to Parents/Carers**

- A progress overview is given at parent/carer-teacher consultations during Term 1 and Term 2.
- An end of academic year written report is provided to parents/carers at the end of Term 3 which includes summative judgements and information about pupil progress and attitudes towards learning.

### **Home Learning Support**

- A variety of Independent Learning Assignments are issued linked to the objectives taught across the term in order to embed learning at home and demonstrate independent understanding. Pupils receive an effort grade and next step feedback on work submitted.
- Additional home learning consolidation activities and next step challenges are also available for pupils to access on the Junior Humanities Hub.
- Curriculum events are held to support parental understanding of the concepts and strategies taught in Humanities.

### **Identification of Pupils Not Making Progress**

- Progress concerns are recorded by the class teacher and / or the Humanities Subject Leader and are monitored through continuous progress evaluations through:
  - Daily teaching and learning activities
  - ILAs
  - Formative and summative assessment data
  - Pupil progress meetings
- Next step interventions are then determined and monitored for impact.

## **Monitoring and Review**

- The Leader of Teaching and Learning and the Humanities Subject Leader will review evidence of the progressive and challenging teaching of Humanities and how this is impacting pupil progress, through:
  - Lesson observations
  - ILAs
  - Canvas
  - Short term planning resources against MTP
  - Formative and summative assessment data
  - Pupil progress meeting discussions
  - Pupil voice
  - Staff evaluations and feedback

**This policy will be reviewed annually.**