

## Humanities Policy

### **Aim:**

At Landgate School we believe that Humanities extends the knowledge and understanding of the world in which we live. Our aim is to develop the thinking skills of learners and the ability to recognise the effects of people, places and events on their surroundings and the wider world.

### **Objectives:**

At Landgate we:

- support learners to develop Geographical and Historical knowledge and understanding of Britain and the wider world.
- introduce learners to the skills that historians and geographers use.
- support learners to interpret historical sources, problem solve and make their own judgements.
- stimulate interest in, and an appreciation of, the world around us
- support learners to gain a greater understanding of the culture of people from other places and periods of time and how these have affected the choices they make and impacts on learners lives.
- develop a learners sense of responsibility for the care of earth and its people.
- develop a learners sense of identify and belonging.
- develop learners ability to communicate historical and geographical knowledge using appropriate vocabulary and techniques.

### **Key Stage 1**

At Landgate each learner has an identified stage on the learning ladder assessment system. Each learner is set aspirational targets and an individual learning plan to build their knowledge of the world around them and its history. Learners access the curriculum through strategies including role play, stories, ICT input (Videos, Google Earth, websites), sensory experiences, exploring artefacts and external visits. Learning through play in Key Stage one increases learner's engagement and allows the theme to be fully explored and embedded into the wider curriculum.

### **Knowledge, Skills and Understanding**

#### **History**

- Changes within living memory - Family History, Changes in the home
- Significant National Events - How we remember, The Great fire of London
- Significant People - The History of Florence Nightingale (Timeline), Neil Armstrong
- Local History - School/ Bryn, Wigan
- Significant Global Events - Christopher Columbus (Timeline), Travel and Transport
- Life in different Periods – Victorians, Tudors

#### **Geography**

- Geography skills and fieldwork - Our Ace Place!, Our School!
- Locational Knowledge – Countries, capitals and landmarks of the UK and surrounding seas.
- Place Knowledge – Africa, South America

- Human and physical geography - seasonal and daily weather patterns in the United Kingdom, the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- World Locational Knowledge - Name and locate the world's seven continents, Name and locate the world's five oceans.
- Geography skills and fieldwork – Local Area
- Human and physical geography - different types of area i.e. coastal, mountains etc.

## **Key Stage 2**

At Landgate each Learner is identified a stage on a learning ladder assessment system. Each learner is set an aspirational target and an individual learning plan to build their knowledge of the world around them and its history. Learners access the curriculum through strategies including role play, stories, ICT input (Videos, Google Earth, websites), sensory experiences, exploring artefacts and external visits. Learners are encourage to be actively involved in their learning and the learning of others.

### **Knowledge, Skills and Understanding**

#### **History**

- Ancient Civilizations - Mayan Civilisation (case study), Ancient Egypt (case study), Romans (case study), Ancient Greeks (case study)
- Ancient Britain - Bronze Age, Settlements, Skara Brae, Iron Age
- Invaders – Vikings, Anglo-saxons, Normans, Romans
- Life for people in the - Tudor period, Stuart Period, Victorian Period
- Life of Henry VIII (timeline)
- Modern History - WW1, WW2, Elizabeth 11, 20<sup>th</sup> Century Entertainment
- Local History – Buildings, Daily Lives, Industry, War

#### **Geography**

- Cities of UK Vs Countryside
- Countries of the UK
- Mountain ranges of UK
- UK Climate
- The World – Climates, Oceans, Rivers and Water cycle, Time zones.
- Case studies: Japan – Earthquakes, Iceland – Fire and Ice, St Lucia – Islands, Egypt – Desert/ River
- Comparisons - UK vs Japan, UK vs Iceland, UK vs St Lucia, UK vs Egypt
- Continental Studies – Antarctica, South America, Europe, North America
- Local Area – Waterways, Orienteering, Geographical Features, Land Usage/ Maps

## **Key Stage 3**

At Landgate each learner is identified a learning flight path. Each learner is set an aspirational target and an individual learning plan to develop a sense of identify through understanding Britain and the wider world. Teaching methods include those related to drama, music, art, sensory exploration, interpretation of pictures, artefacts and photographs. Learners take an active role in their own learning through peer assessment, self-assessment and through taking part in discussions with their peers.

## **Knowledge, Skills and Understanding**

### **History**

- Society, economy and culture across the period
- The war of the roses: Henry VIII and attempts to restore stability
- WW2
- WW1
- Progression during the Victorians
- Ireland and Home Rule
- Slave Trade
- The first world war and the peace settlement
- The changing Political power in Britain
- The Elizabethan religious settlement and conflict with Catholics including Scotland, Spain and Ireland. (Timeline).
- The fall of the British Empire
- The Black death and its social and economic impact (case study)
- Norman Conquest
- The French revolution
- English reformation and counter reformation (Henry VIII to Mary I)
- Modernisation of the world
- English campaign to conquer wales and Scotland up to 1314.
- Britain and her Empire(case study)

### **Geography**

- The 7 wonders of the world human vs physical
- Who wants to live forever?
- Impossible Places
- Drought
- Changing Climates
- Are you flood ready?
- Paradise Lost
- Why are we Wealthy?
- Child Labour
- Ecosystems
- Coastal Environments
- Restless Earth
- Africa
- New India
- China Today
- Local Geography - Orienteering
- Local Geography - Farming
- Local Geography- Changes

### **Key Stage 4**

At Landgate Humanities is taught as part of progress 8. Learners are enabled to build knowledge and understanding of history including causation, consequences and change. They are given opportunities to use historical interpretation and to become aware that the past maybe interpreted in different ways. Themes are taken from the Edexcel curriculum based on the current GCSE topics and lower ability learners follow linked AQA units.

## **Knowledge, Skills and Understanding**

### **Edexcel**

- Medicine and Treatment - 1850 – 1950
- Crime and Punishment – 1750 – 1840
- Settlement in the American West – 1849 – 1880
- Britain at War - WW1
- Britain at war – WW2
- USA in the 1920's

### **AQA**

- 20<sup>th</sup> Century
- Crime and Punishment in medieval times.
- Medicine and Treatment.
- The American west.
- WW1 sensory experiences.
- WW11 sensory experiences.

## **Key Stage 5**

At Landgate learners in Key Stage five further develop their geographical and geological knowledge and understanding of Britain and the wider world and are encouraged to identify, analyse and discuss the impact of humans on our environment and the world around us. Themes are taken from the WJEC humanities accreditation.

## **Knowledge, Skills and Understanding**

- Changing trends in tourism and the need to develop sustainable tourism
- The changing population of the UK
- Volcanoes, Earthquakes and Tsunamis

## **Parental Engagement**

Parental engagement sessions are held to inform and support parents in developing learners skills across humanities.

## **Monitoring arrangement**

### **The Leadership team/ governors will:**

- Monitor the subject through the Landgate self-evaluation and monitoring schedule which are reviewed annually.
- Monitor the work of each subject through the Landgate self-evaluation and monitoring schedule which are reviewed annually. This includes assess to the SES and attendance at link meetings where learner progress is reported.

**Subject Leaders will:**

- Will complete departmental SES in line with each data input. Self-Evaluation will take place through whole school systems of scheduled link meetings with staff, SLT and Governors.
- Monitor/ moderate through work sampling, learning walks and lesson observations.
- Review/ update assessment systems based on suitability of use.
- Review/ update Long Term Planning based on suitability of use.
- Create/ update and review a Subject Development Plan
- Monitor the impact of a subject budget.
- Purchase and organise resources.
- Monitor the impact of significant developments.
- Review/ update risk assessments.
- Analyse data.
- Produce a Self-Evaluation Summary.
- Prepare, attend and participate in link meetings.
- Audit and support parents/ colleagues in their CPD.
- Keeping up to date with recent developments to the humanities curriculum.

**Additional Information**

- Resources are organised in boxes according to subject area.
- Risk assessments for trips and external input are completed in line with the Educational Visits regulations.

**Links to Policies**

- Teaching and Learning
- Behaviour for Learning
- Assessment for learning
- Marking
- Homework
- Educational Visits

<b>Date approved:</b>	
<b>Review Date:</b>	
<b>Signed Executive Headteacher:</b>	