

Mission Statement

‘Christian values are the foundation upon which Prees C. E. School is built.

St Chad’s church is at the heart of our school and the wider community.
The cross of St Chad symbolises our link through the ages to the Cathedral of our
Lichfield Diocese.

We are committed to promoting Christian values such as love, peace, forgiveness and self-control, to enable our children to develop into the people they are meant to be.’



Believe and Achieve

Rationale

Our vision is that every child at Prees C.E.Primary School will be able to fully undertake their place as a global citizen through their knowledge and understanding of the world, its history and its people.

In our teaching of Humanities we aim to:

- Encourage pupils to take responsibility for their own learning and to become increasingly independent.
- Teach pupils about Britain’s past from the Stone Age to The Battle of Hastings
- Develop pupils` understanding of ancient civilisations and the history of other parts of the world
- Help pupils to know how individuals have helped shape our society and values
- Provide opportunities for pupils to make judgements based on historical evidence
- Teach pupils how life has changed over long periods of time and make comparisons
- Undertake local history and geography studies in order to promote understanding of changes to , and influences on, their locality
- Develop geographical knowledge and an understanding of the world and its peoples
- Promote a sense of national identity and place it within a European and global context
- Undertake geographical enquiry and promote awareness of global environmental issues

History and Geography are foundation subjects within the National Curriculum. We believe that the teaching of humanities enriches the children’s lives and by talking about and actively exploring a variety of physical and human features in the past, present and future all pupils will gain a true feel for the world around them and how events have influenced our lives today. We believe children should see themselves as an important part of the society that surrounds them and be encouraged to have a curiosity about the differing people and events in their world now and long ago and understand the interdependence of lands, cultures and of different generations within a global ecosystem. We aim to foster a desire for lifelong learning that may develop into future hobbies/pastimes e.g. visiting museums, rock collecting, becoming part of the local conservation group.

Planning and Delivery

The new National Curriculum (September 2014) has seen some significant changes to what is taught in the humanities, with a far greater emphasis on learning facts like dates, continents etc. We will strive to ensure that this somewhat 'drier' compulsory content does not lessen either our enthusiasm or the children's enjoyment of these subjects, by continuing with our very successful thematic approach.

In our two year rolling programme, the humanities' curriculum is integrated into six learning themes per Key Stage, with either a historical or geographical focus distinctly targeted. Over the next few years we aim to ensure that fieldwork skills become more of an integral part of our planning.

Units of work may be taught in blocks, themed enrichment days or in afternoon sessions over the term. Varying teaching methods are adopted to suit a range of learning styles and resources are provided in order that all children are able to access the learning. We believe that good teaching in Humanities should retain the children's interest and therefore a range of activities are used to deliver the humanities curriculum including:

- Presentations
- Story telling
- Where possible, fieldwork visits or visitors including investigations, interviews, questionnaires, surveys, sketching, problem solving
- Role play / drama
- Discussion and debates
- Quizzes
- Interactive displays

Inclusion/Equalities

All children are given equal access to the programmes of study through differentiated support. Risk assessments are carried out before all fieldwork activities take place and TA support planned for anyone with a disability.

Early Years

Children in EYFS have opportunities to develop early skills through the 'Understanding of the World' strand of the Early Years Curriculum.

Able, Gifted and Talented

It is the responsibility of the class teacher to identify pupils that can quickly, easily and at expert level apply specific skills and processes in Humanities subjects and who demonstrate high levels of understanding, insight, maturity and achievement. Teachers provide opportunities to challenge the pupils and develop their skills further.

SMSC

Humanities provides the ideal opportunity to develop an understanding of other cultures, awe and wonder at the world around us and an appreciation of the responsibility on current generations to look after it.

Recording and Assessment

Pupils' work is assessed according to our skills progression criteria. We assess by observing and questioning the children and by evaluating knowledge at the start and end of a taught unit. The subject leader carries out a

scrutiny of work across the school to ensure progression and to identify the areas for improvement. Progress and achievement in the humanities is reported to parents and carers each year in the annual report.

As with all our curriculum policies, this policy should be read in conjunction other related documents including the following:

- Marking and assessment policy
- Behaviour and anti- bullying
- SEN
- More able, Gifted and Talented

Rewritten to match the new National Curriculum: October 2014

Approved by Curriculum Committee Spring 2015