



**Castle Hill School**

# **Humanities Policy**

<b>Policy Created</b>	<b>2015</b>
<b>Committee</b>	<b>Joint</b>
<b>Last review</b>	<b>2015</b>
<b>Frequency</b>	<b>3 years</b>
<b>Date to be reviewed</b>	<b>2018</b>

## **General Policy Statement**

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

## **General Curriculum Statement**

The fundamental principle behind curriculum design at Castle Hill School is personalisation. The learning needs of each pupil are rigorously assessed on entry to the school and on a regular basis through their school career. This work has included a full audit of learning needs (initially carried out in the spring and summer terms of 2014, but ongoing as required). In this, every aspect of each pupil's learning needs is reviewed, bringing in the experience and expertise of a wide range of staff, professionals and parents/carers to identify priority areas for the pupil's personalised curriculum. Each pupil's curriculum is bespoke, and areas which are of limited or no learning value are adapted or removed. Consequently, for some learners, areas of the National Curriculum are not taught.

For more information please refer to the Curriculum Statement (a separate policy).

## **Castle Hill Humanities Policy**

All pupils at Castle Hill School will access the Humanities curriculum at a level appropriate to their cognitive ability. Where appropriate this will include:

- Providing opportunities to become aware of, and understand, their personal position in space
- Stimulating pupils/students to explore ideas using their senses or available sensory channels
- Providing access to and exploration of the immediate environment: the classroom, school and the grounds
- Providing access to and exploration of the local community
- Providing access to and exploration of contrasting environments (urban and rural)
- Drawing upon the experiences of our pupils/students who visit other countries
- Drawing upon the experiences of those pupils/students/families who have a different religious/cultural background
- Developing skill areas: orienteering, directions, map competency (including use of symbols)
- Providing opportunities to develop an awareness of the past, including an awareness of routines which are applicable to everyday life
- Providing historical activities which begin with the familiar and progress to the unfamiliar, thus moving back in time
- Drawing on the experiences of our pupils/students and their past to explore their own heritage and patterns of life
- Drawing on the experiences of those pupils/students and their families who have a different religious/cultural background
- Stimulating pupils/students to explore artefacts and historical objects using their senses or available sensory channels

## **Philosophy**

The Humanities curriculum enables pupils/students to develop their awareness and interest in their immediate and local environment, the wider community of the UK and abroad. It also enables pupils/students to learn about their personal history and how they have changed over short periods of time. Humanities acts as an important vehicle for the integration of all areas of learning: physical, cognitive, communicative, sensory and perceptual skills.

## **Practice**

Children in the Early Years follow the Foundation Stage curriculum. This covers the following areas of learning:

### **Prime areas:**

- Communication and language
- Physical development
- Personal, social and emotional development

### **Specific areas**

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Humanities will be taught through the Understanding of the World area of the curriculum.

Primary, Secondary and Post 16 students work from a variety of Curricula, depending on their need. These include:

Barrs Court

Victoria School

QUEST

Equals

Moving On

## **How we teach Humanities**

Humanities will be taught mainly through cross-curricular teaching and is reflected wherever possible in the daily classroom activities. Units of work provide the context within which the pupils/students are able to explore and develop their understanding of the world and their position in it. Schemes of work will offer breadth of study and progression through the key stages. The units can be delivered to pupils/students through a wide range of sensory experiences, enabling all pupils/students to have full access to the Humanities curriculum.

## **What we teach**

- We will help pupils/students to develop an understanding of their personal position in space
- We will help pupils/students to access their immediate surroundings
- We will help pupils/students to develop an interest in, and knowledge of, places and people beyond their immediate experience
- We will help pupils/students to access the humanities curriculum through experiential learning
- We will offer units of work which focus on specific issues relating to geographical knowledge.
- We will encourage pupils/students to use geographical vocabulary
- We will teach pupils/students through sensory exploration
- We will draw upon pupils/students own personal and family experiences to develop an understanding of their own past
- We will draw upon the cultural diversity of the school community using displays, photographs and artefacts
- We will provide access to historical information and artefacts through use of drama groups eg Shabang
- We will provide experiences which promote inquiry methods and investigation of the recent past
- We will visit local galleries, museums and places of interest to experience at first hand our past and local history

- We will help pupils/students to develop an understanding of their routines and daily living
- We will help pupils/students to develop a chronology of events using objects of reference, pictures, symbols, words
- We will encourage pupils/students to use language in the past tense to recall past events

### **How we record and evaluate.**

At the beginning of each unit we record class and individual objectives. At the end of each unit pupil achievement is recorded and evaluated in a variety of ways:

- Teacher assessment
- Ongoing monitoring of teaching and learning.
- Photographic and video evidence.
- Bi-annual and Annual Reports.
- IEPs
- Learning stories.
- Students' work.

### **Performance**

Assessment is built into the teaching and learning process for all pupils. It is a valuable tool to inform staff of the next steps in learning.

Assessment at Castle Hill is ongoing. However, formal assessment takes place twice each year during the Autumn and Summer terms when data is collected and progress and/or experiences measured. Assessment is based around P levels 1-8 leading into the National Curriculum.

### **Recognising Progress**

For most pupils with learning difficulties, achievements can be predicted and planned for and progress can be demonstrated in terms of increased knowledge, skills and understanding. Not all pupils will follow the same developmental pattern at the same age or rate. Progress may not be made in all areas of the curriculum. For

some pupils progress may be difficult to predict or distinctive and may only be demonstrated in a certain environment with a familiar person.

### **Planning for progression**

The effective planning involves the careful and deliberate sequencing of curriculum content and experiences. This builds on previous learning and achievements to promote future learning. Long and medium term curriculum plans should therefore show progression from age group to age group and within each of the key stages. This progression could be through skills or experiences.

Planning for progression for individuals or groups might focus on:

- Skill development
- Breadth of curriculum for learning
- A range of contexts for learning
- A variety of support equipment
- A range of teaching methods
- Negotiating learning
- The application of skills, knowledge and understanding in the new settings
- Strategies for independence

For our pupils progression is not necessarily only movement up a hierarchical ladder of skills and knowledge. Horizontal progression is also important.

### **The Role of the Humanities Subject Leader:**

#### **NB: Humanities forms part of the curriculum team for Understanding the World**

- To liaise with the School's Finance Manager to access funds when purchasing needs have been identified.
- To encourage and assist in-service training.
- To keep up-to-date by attending courses and feedback sessions organised by LA and other establishments
- To provide guidance and support in implementing the schemes of work.
- After consultation, to co-ordinate recording and presentation throughout the school.
- To advise the Headteacher of action required (e.g. resources, standards etc.).
- To encourage ways of involving parents in their children's learning.

The over-riding task must be to provide support for all who teach Humanities and so improve the quality and continuity of Humanities teaching and learning throughout the school.

Updated March 2015