



Ysgol Y Mynydd Du PRIMARY SCHOOL

'Together we learn and grow'

'Tyfu a dysgu gyda'n gilydd'

Policy for Humanities

Vision

It is the aim of the governing body and the staff of the school, in active partnership with the pupils and parents to enable the pupils to develop their full intellectual, spiritual, physical, emotional and social potential, enabling every pupil to become a lifelong learner.

The Aims of Our School

We aim:

- To provide quality experiences in all aspects of school life.
- To have high expectations across all areas of a broad and balanced curriculum, accessible to pupils of all abilities relevant to their needs and interests.
- To develop a safe, caring community where the children are happy, successful and keen to learn, helping them to grow in confidence and self-esteem.
- To help our pupils develop good social skills without prejudice of gender, culture or special needs.
- To foster a sense of appreciation towards the language and culture of Wales and the Global Community.
- To encourage a mutually supportive relationship between home and school.
- To create a warm welcoming atmosphere for all.
- To equip the children to embrace change and assimilate all that is beneficial in new approaches to teaching and education.



The following, are the principles underpinning the whole school ethos at Ysgol Y Mynydd Du. We ensure that we aspire to promote:-

- **Kindness**
- **Creativity**
- **Tolerance**
- **Equality**
- **Respect**
- **Confidence**
- **Happiness**
- **Responsibility**
- **Honesty**
- **Friendship**
- **Courage and Resilience**



Teachers plan using the National Curriculum and Foundation Phase documents. With the changes to the curriculum coming into effect in 2022, this transition stage will be a time of exciting new opportunities which develop the 'whole child'. Beginning to develop the “**four core purposes**” will begin to encourage children to become:

- 1. ambitious, capable learners who:** - set themselves high standards and seek and enjoy challenge - are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts - are questioning and enjoy solving problems - can communicate effectively in different forms and settings, using both Welsh and English - can explain the ideas and concepts they are learning about - can use number effectively in different contexts - understand how to interpret data and apply mathematical concepts - use digital technologies creatively to communicate, find and analyse information - undertake research and evaluate critically what they find and are ready to learn throughout their lives
- 2. enterprising, creative contributors who:** - connect and apply their knowledge and skills to create ideas and products - think creatively to reframe and solve problems - identify and grasp opportunities - take measured risks - lead and play different roles in teams effectively and responsibly - express ideas and emotions through different media - give of their energy and skills so that other people will benefit and are ready to play a full part in life and work
- 3. ethical, informed citizens who:** - find, evaluate and use evidence in forming views - engage with contemporary issues based upon their knowledge and values - understand and exercise their human and democratic responsibilities and rights - understand and consider the impact of their actions when making choices and acting - are knowledgeable about their culture, community, society and the world, now and in the past - respect the needs and rights of others, as a member of a diverse society - show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world
- 4. healthy, confident individuals who:** - have secure values and are establishing their spiritual and ethical beliefs - are building their mental and emotional well-being by developing confidence, resilience and empathy - apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives - know how to find the information and support to keep safe and well - take part in physical activity - take measured decisions about lifestyle and manage risk - have the confidence to participate in performance - form positive relationships based upon trust and mutual respect - face and overcome challenge - have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

At Ysgol Y Mynydd Du, we plan opportunities for the humanities AoLE.

This policy sets out the school's aims, principles and strategies for the delivery of History, Geography and Religious Education.

Aims

- To inspire pupils to develop a curiosity and fascination about the world and its people, and of the past.
- To promote enthusiasm and a positive attitude towards history, geography and RE within school.
- To develop pupils' knowledge and understanding about diverse places, people, resources and natural and human environments.
- To develop an understanding and interpretation of the local, national and global history.
- To develop practical skills of first- and second-hand investigations and research and introduce pupils to the process of geographical and historical enquiry.
- To help pupils deal, openly and sensitively, with issues of environmental change and sustainable development.
- To acquire and develop pupils' knowledge and understanding of Christianity and the other principal religions represented in Great Britain: Sikhism, Judaism, Islam, Buddhism and Hinduism.
- To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- To develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain.
- To develop a positive attitude towards other people, respecting their right to hold beliefs that are different to their own.

The principles of the teaching and learning of humanities at Ysgol Y Mynydd Du are:

- To be relevant to the age and ability of the child.
- To enrich children's enquiry skills.
- To vary teaching methods ensuring breadth and balance.
- To ensure continuity and progression.
- To ensure every child feels they can achieve.

Strategies for the teaching of humanities at Ysgol Y Mynydd Du:

- History and Geography is taught through a thematic approach and in accordance with the requirements of the National Curriculum. In Key Stage 2 history and geography are taught within thematic units with either a geographical or historical basis. In foundation phase, History and Geography are clearly identified within thematic K.U.W. units.
- The school's two-year plan provides an overview of how History, Geography and RE is taught in the school (K.U.W. within the foundation Phase). It shows the topics that each year group will deliver across the three terms of each academic year.
- We aim to deliver one lesson of RE every week.
- KS2 teachers plan from a variety of sources to ensure coverage of the History and Geography skills.
- KS2 RE plans are currently taken from the Twinkl Scheme of Work, but teachers can supplement lessons with other resources/schemes when they feel this is appropriate and beneficial to their pupils.
- Trips are organised, when possible, to relevant locations, to help engage and stimulate pupils. Visitors with firsthand knowledge/expertise will also be invited into school to further enhance the Humanities curriculum.
- Homework may be set, in order to support or enrich the pupils' experience of the topic.
- A range of individual, paired and group activities are planned to ensure pupils are engaged in tasks.
- A theme day is planned for the history-based topic in KS2. This is delivered across the Key Stage with vertical groupings.
- Classroom assistants are used effectively to scaffold and extend learning through working with small groups, pairs or individuals.

Cross-curricular links

- Humanities play an important role in the teaching of Literacy in the school through promoting the skills of reading, writing, speaking and listening.
- In KS2 these skills are developed during lessons through various planned activities, such as: writing explanatory texts, letter writing, delivering presentations and reading reports. Numeracy is also incorporated into Humanity lessons whenever appropriate. Pupils are given the opportunities to use and apply skills to interpret and handle data in the form of maps, graphs and diagrams. They use analytical skills when looking at statistics and timelines.
- In the Foundation Phase pupils are given opportunities to explore and develop their skills in Literacy and Numeracy through focussed, enhanced and continuous provision.
- The DCF is integrated into Humanities sessions encouraging pupils to use digital technology to research, communicate, analyse and evaluate their learning.

MAT

Pupils are given the opportunity to pursue their own independent learning where they are able to research a topic area of their own interest. Pupils are encouraged to communicate their findings in a variety of different ways. During RICH tasks, pupils are given challenging materials and roles of responsibility within group work. They are given LNF objectives appropriate to their level.

Inclusion

All pupils are given chances to succeed in Humanities and the subject is taught to all pupils. Children are supported where necessary to ensure that they have equal access to the full Humanities curriculum. In these circumstances, teaching styles, delivery of lessons, and resources are adapted to remove barriers to learning and address ALN. Teachers and teaching assistants provide suitable ways for pupils of different abilities to access ideas.

Monitoring and assessment

Assessment is an integral part of the teaching and learning process. It is the responsibility of the class teacher to assess pupils within the class. We aim to make assessment purposeful, allowing us to match teaching activities to the needs of the pupils to ensure progress. Class teachers will also monitor using INCERTS in order to track pupils' attainment.

Assessment of the children's work, skills and knowledge will be made using:

- written work
- questions and answers
- whole class and group discussions
- AFL strategies: success criteria, peer and self-assessment
- Purple polishing pen used for self-assessment, amendments
- discussion between individual children and teacher observation
- comparison with relevant level descriptors



Subject Leader's Role

It is the responsibility of the humanities leaders to:

- Communicate with Governor with responsibility for Humanities.
- Monitor standards of achievement, quality of learning in Humanities through; supporting planning, monitoring books, listening to learners and lesson observations.
- Review the Policy and resources on an annual basis. The review will inform any subsequent change.
- Be responsible for the development, evaluation and review of policy guidelines.
- Lead and communicate with the school team effectively.
- Support and encourage individuals in the development of their curriculum area.
- Identify staff training needs in their subject.

- Produce self-evaluation report at the end of the year to support the whole school self-evaluation report and where relevant, lead areas highlighted in the school development plan.
- Ensure that cross curricular links are being included where appropriate.
- Support staff in their planning of subject, providing lesson ideas and exemplar materials where required.
- Review annually the development of staff and subject.

The subject leaders must ensure that all staff:

- Deliver the curriculum following the guidelines contained in this document.
- Plan and evaluate lessons effectively.
- Look after and use available resources to enhance the experiences for all children.

Resources

- The humanities resources are kept in the street.
- Class teachers are responsible for the care and upkeep of resources within their class.
- The co-ordinator is responsible for the ordering of resources, keeping staff up to date with new resources.

Updated by: S Phillips and C Beckett

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