

"At Hilltop Infant School, everyone will work together in a nurturing environment to provide each child with challenging opportunities that encourage a desire for life-long learning."



Hilltop Infant School
Humanities Policy

Ratified by the Governing Body Spring 2011

Signature John Young

Chair of Governors

Introduction

We believe that all children must be supported in developing the knowledge, skills and understanding that help them make sense of the world. They should be helped to learn to respect and value all people and learn to avoid misapprehensions and negative attitudes towards others. We believe that opportunities should be provided for children to develop understanding by using a variety of sources and applying their skills in a range of contexts. Aspects of History, Geography and Religious Education will be used to develop and extend the children's awareness and appreciation of the world in which they live.

Aims and Objectives of Geography in our school

To provide children with the opportunity:

- to develop an interest in their surroundings and in the variety of human and physical conditions on the Earth's surface;
- to foster children's sense of wonder at the beauty of the world around them.
- to develop an informed concern about the quality of the environment and the future of the human habitat.
- to gain a sense of responsibility for the care of the Earth and its people.

Aims and Objectives of Religious Education in our school

To provide children with the opportunity:

- to reflect on their own feelings, questions, thoughts and experiences.
- to acquire and develop knowledge and understanding of religious beliefs and practice, including Christianity and other world religions.
- to develop an appreciation of religious and cultural diversity of our society and how the diversity enriches our lives;
- to develop the ability to respect the beliefs of others.

Teaching and Learning

Learning objectives based on the Early Years Foundation Stage, The National Curriculum and the Essex agreed syllabus for Religious Education have been identified in our long term rolling plans. In this way we are ensuring continuity and progression for our children. Each of the Humanities subject's skills are planned to meet the needs of each child:

- within a lesson/session
- over a series of lessons/opportunities
- throughout a whole school experience
- through a combination of cross-curricular units and discrete units of work focusing on each area of the arts

Children are given access to photographs, artefacts, information sources and first hand experiences to build on their knowledge and understanding.

Children are given opportunities to work:

- individually
- in small groups
- as a whole class
- as a school

Respect, Enjoyment, Self-Esteem, Team Work, Inclusion, Pride, Honesty, Security, Creativity, High Aspirations

- with other schools from time to time

Teachers will:

- set clear purpose for children's work
- build specific humanities objectives into planning and integrate these in to thematic working.
- share objectives with children to help them sustain their interest and motivation over longer periods of time
- establish criteria for success and encourage children's critical reflection. Staff will help children to develop criteria that they can use to judge their own success and value their work
- plan for children to share their work with others so that they can reflect on and talk through their experiences and feelings
- give opportunities for children to apply prior learning creatively
- fire children's imagination through other learning and experiences. Staff will help children to envisage what might be, explore ideas keeping options open
- capitalize on unexpected learning opportunities
- use a range of learning styles including role-play, practical experimentation, problem solving, small group discussion and collaboration and through using ICT programmes and internet resources available to support learning in history, geography and Religious Education.
- provide a range of sources to enable children to gather and interpret information and to make links between available materials.
- provide opportunities for children to visit locations outside the school environment.

Assessment, Recording and Reporting

- Ongoing teacher assessment linked to learning objectives for a session which can be used to identify strengths and areas for development
- Self and peer assessment where children are encouraged to evaluate their own achievements
- Children's recorded work can be used as a point of reference when planning work
- Children's achievements are shared with parents/carers through parental consultations and in a written end-of-year report
- Whole class assessment grids will identify and track children's progress in each of the Humanities areas.

Equal Opportunities

At Hilltop Infant School, every child will have access to our curriculum regardless of gender, ethnic background or learning ability. We will make every effort to use humanities-based topic work and resources to exploit the full potential for multi-cultural education that celebrates cultural diversity.