



Ancaster

Church of England Primary School

Humanities Policy

Vision Statement

In the spirit of St. Martin, the Centurion Saint, we are a welcoming and inclusive community where every individual is celebrated. As we journey together through exploration and learning, our curriculum strives to promote local and global citizens who realise they have the power to change. Our high expectations for all, underpinned by our core Christian values of Wisdom, Courage and Respect, allow us to challenge everybody to be the best they can be.

Be the Best You Can Be!

Wisdom Courage Respect

How does our Christian Vision impact upon computing at Ancaster?

We have chosen 4 Guiding Lights which are inspired by our Church School Vision. Below is an explanation of how each of these guiding lights impacts upon the teaching and learning of computing at Ancaster.

Inclusivity- all children have a full entitlement to the whole English curriculum and key texts set out for each year group. Teachers to plan carefully adapted and targeted provision for different groups of children including SEND, EAL, pupil premium and stretch and challenge opportunities, within every lesson. Support is to be given and barriers removed or eased to be planned daily by the class teacher and either provided for by themselves or teaching assistant within the room. High expectations are to be placed upon all children, regardless of their needs, or starting points. A priority is placed on all children to ensure that they are able to read and write to a good level before they leave their Primary Education, ready for secondary learning and adulthood.

Exploration- humanities lessons are to be explorative where a learning question drives and deepens understanding within their history/geography focus. These learning questions drive and shape the learning and exploration that takes place within each lesson. Learning should explore through reading skills and different texts to supplement their humanities understanding through their Pearson's reading booklet, English key texts and other stipulated texts to enhance their humanities subjects. Teachers are encouraged to make lessons creative and to bring the lesson content to life through photographs, use of videos, role play etc so children also get a sense of explorative learning.

Empowerment- children are to be immersed into a world full of a rich historical and geographical knowledge to develop their wisdom and knowledge, resulting in children feeling empowered. Children are as always, placed upon their own motivation and high expectations of themselves to achieve and succeed. Our history curriculum ensures that takes place. Teachers are empowered through their humanities scheme support of 'Rising Stars' and 'Pearsons' to help scaffold and support the level of subject knowledge that is needed to be delivered to their pupils.

Values Led- our school values of 'Wisdom, Courage and Respect' are demonstrated through our humanities curriculum. Children's wisdom is being constantly developed through our highly ambitious schemes set out via our long term plans. Emphasis is placed upon developing vocabulary development and the knowledge in which they are being taught. Children are constantly taught to be courageous through risks taking, highly challenging lessons and engaging lessons. Respect is shown through teacher and child interactions taking place within the lessons. Respect is also demonstrated through exposing the children to a diverse range of cultures and social situations through topics such as 'Civil Rights', 'Migration' and 'Slums'

Introduction

At Ancaster Church of England Primary School, we are committed to providing a curriculum which is broad and balanced, and provides our children with exciting learning opportunities in order for them to gain essential knowledge, skills and understanding whilst fostering their curiosity. We intend that all children should enjoy their learning, achieve their potential to *be the best they can be* and become independent life-long learners. Our curriculum is underpinned by the National Curriculum for Key Stages 1 & 2 (2014) and the Early Years Foundation Stage Framework (2021) as well as a range of carefully mapped enrichment opportunities designed to enable learning to be revisited and applied in new contexts.

Curriculum Intent

Our exciting and engaging curriculum seeks to encourage children's curiosity whilst developing a lifelong love of learning. Our curriculum is mapped to the National Curriculum expectations which equips children with the essential knowledge, skills and vocabulary from the history and geography curriculum. We have tailored our curriculum to provide challenging learning opportunities for every child to reach their full potential and ensure that they are prepared for their next stage of education and development. The history curriculum is aspirational to; provide all children with the key content knowledge to understand Britain's

past and that of the wider world. To develop all children's curiosity and sense of excitement about the past and its impact on the present world today. Encourage all children to develop historical enquiry to pose their own historically-valid questions by thinking critically, weighing evidence through a variety of sources, sifting arguments and making connections to empathise and develop their own perspective and judgement. To widen all children's horizons to understand how people's lives have shaped this nation and the wider world. Equip all children with the historical process knowledge required to be aware of the complexity of people's lives, the process and complexity of change, the diversity of societies and the relationships between different groups. Provide all children with a clear chronological understanding of history ready for their next stage of education. The geography curriculum is aspirational to; provide all children with the key content knowledge to understand world and the environment in which they live in. To inspire all children's curiosity and fascination about the diverse world around them. Encourage all children to develop their geographical knowledge and awareness to become independent learners. To widen all children's horizons so that they have knowledge of ever-changing and diverse places, people, resources and natural and human environments around them. To ensure all children know that human and physical features of the world changes over time. Equip all children with an understanding that they are responsible for the choices they make locally and globally which impacts the planet.

Each year, the children's identified learning builds upon previously taught content in clearly mapped out, sequential units which detail the knowledge, skills and vocabulary from Reception through to Year 6.

Timely retrieval opportunities are carefully planned and scaffolded throughout our curriculum enabling children to strengthen and remember previously taught knowledge which improves fluent recall and independence.

Specific vocabulary is progressively mapped to provide children with the ability to continuously develop language acquisition. In order to provide our children with the skills to access learning, we place a high value on the promotion of oracy and reading to ensure high quality outcomes in every aspect of the curriculum.

We have designed the curriculum to develop and promote learning that stretches beyond the academic. We recognise the importance of providing a range of opportunities that enrich the wider curriculum and enable children to experience learning through a range of different contexts. These **enrichment opportunities** are carefully planned to ensure that associated knowledge is able to be retrieved and built upon in order to further strengthen understanding.

Our curriculum promotes our core Christian values of wisdom, courage and respect and enables pupils to understand the significance of our local, national and global context; making positive contributions to their community and society.

In order to meet the needs of all children, our curriculum is adaptive and flexible. Regular opportunities for evaluation, involving all stakeholders, are planned so that our provision continues to have maximum impact enabling our children to be the best they can be.

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and Responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board is responsible for:

- approving and monitoring the content of this policy;
- liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment;
- formulating a Standards and Curriculum committee who assists the school with the creation and implementation of the curriculum;
- ensuring the curriculum is inclusive and accessible to all;
- proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);
- fulfilling its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.
- the governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- the governing board is advised on whole-school targets in order to make informed decisions;
- proper provision is in place for pupils with different abilities and needs, including children with SEN.

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum;
- they manage requests to withdraw children from curriculum subjects, where appropriate
- the school's procedures for assessment meet all legal requirements;

Curriculum Leader and Subject Leaders

The curriculum leader has responsibility for the day-to-day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning questions and outcomes. The curriculum leader oversees the work of the subject leaders working collaboratively with them to ensure support for subject development and ensuring a consistency across all areas of the curriculum.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- keep themselves and other staff up-to-date with developments in their subject by relevant reading, INSET and policy development;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book scrutiny, pupil interviews, lesson observations and planning scrutiny;

- monitor and evaluate teachers' plans and quality of teaching and learning;
- liaise with appropriate bodies e.g. other schools, governors, the LEA about matters relating to their subject
- provide efficient resource management for the subject.

SENCO

The SENCO is responsible for:

- collaborating with the headteacher and teachers to ensure the curriculum is accessible to all;
- ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010;
- carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need;
- liaising with external agencies where necessary to ensure pupils who require additional support receive it.

All staff

All staff will ensure that the school curriculum is implemented in accordance with this policy.

Curriculum Implementation

Organisation and Planning

Long Term Plans

Our humanities curriculum is carefully mapped in long term plans to ensure that pupils acquire identified knowledge, vocabulary and skills in a sequential and progressive manner ensuring coverage across each subject within the curriculum. New learning is based upon what has been taught before and prepares pupils for what they will learn next. We know that if our pupils are learning our curriculum, they are making progress and are being prepared for the next stage of their educational journey both within our school and beyond. History within Key stage 2 is taught in chronological order so children can appreciate how key events and historical figures shaped and changed history with its impact on the previous and following eras, history units start with an understanding of the stone age in year 3, ending with twentieth century conflict with year 6. Key stage 1 focus upon how lives have changed in Britain, significant historical figures such as heroes from our locality, Isaac Newton, PC Edith Smith and Margaret Thatcher, to significant individuals that changed the past on a global scale like, Florence Nightingale, Rosa Parks and Emily Davidson. Children learn about historical events in the past such as The Great fire of London, Shackleton's expedition to the Arctic and journeys into space. EYFS begin our journey of learning through their EYFS framework of 'Understanding the world' where children begin to understand the past through their families, toys, castles and the children's interests such as dinosaurs. They begin to explore the natural world around them through many out door opportunities and learn about humans, animals, buildings and their local area.

Throughout the curriculum delivery, opportunities are given for children to be able to revisit, recall and apply the knowledge and skills taught to support their retention of this learning and their understanding to become successful confident learners. This is done through the regular use of retrieval tasks and three Wow Days per year which provide our children with the opportunity to revisit and celebrate their learning from across the that term. Wow days take place in terms 2,4 and 6 so that there is a spaced learning and retrieval focus to our wow days, allowing children to opportunity to retrieve previous learning and content and reapply it within different contexts and activities. Our enrichment opportunities, such as visits and visitors, enable the children to retrieve this learning and apply in real-life situations beyond the classroom where applicable.

Subject Overviews and Yearly Plans

Our Humanities Subject Overviews are created from our Long-Term Plans by our Subject Leaders for each individual subject to show the key learning in that subject across the school, setting out how it builds on what has been taught previously.

Our Yearly Plans set out the learning of each year group for the academic year in each subject area across the curriculum, including enrichment opportunities.

All curriculum documentation outlined above is available on our website.

Quality First Teaching

Our lessons have been designed using Rosenshine's Principles of Instruction to incorporate a focus on retrieval of prior learning so that children know more and can remember more as well as the explicit teaching of identified vocabulary to extend spoken and written language. Mastery principles also ensure that new learning is presented in small chunks with children given the opportunity to learn new content through explicit teaching and modelling, guided and independent practice which meets their differing needs. (Our children understand this process as I do, We do, You do). This enables teachers to identify misconceptions and address them at this point of learning. Information gained by teachers at the end of each lesson, as outlined in our Feedback Policy, enables gaps and/or misconceptions to be identified and subsequent lessons to be re-shaped to address these aspects. All lessons begin with a learning question which allows the children to understand exactly what they are learning in that lesson and how it links to knowledge they learned earlier in the year, another subject in the current year or the previous time it was taught to them. Lessons end with a review section which enables the children to re-visit the learning question and carry out an exit task which allows them and the teacher to determine their learning in that lesson.

Humanities is taught with 1 lesson per week, lasting roughly an hour. Within Key Stage 1, teachers follow Rising Stars units where there are lesson plans, powerpoints and additional resources available to use. Teachers are to use these resources as the skeleton to their lessons. Plans have essential skills, knowledge, vocabulary and learning questions set out for the teacher to use when planning the lessons. To give a more creative, and 'Ancaster feel' to the lessons the teacher will then need to design the lesson and outcomes using these ideas.

In Key Stage 2, we use the Pearsons Online resources which have pupil booklets, lesson plans, knowledge organisers, lesson slides and a teacher booklet with all the answers given for the teacher as well as additional lesson content and knowledge to take learning wider if needed. The lessons are primarily English based with reading and writing as a high focus within the lessons. There is a retrieval quiz at the beginning of each lesson and a learning review for the children to complete at the end, aligning with Rosenshine's principles that underpin all of our lesson design at Ancaster. There are 5 weeks of lesson content and then the 6th week is a lesson dedicated for the children to write an essay showcasing all of their knowledge and understanding of the unit taught. These essays are to be written within their topic books.

As Key Stage 1 do not follow Pearson's online, to ensure a consistent approach for humanities across the school, a written outcome at the end of their unit has also been stipulated within the long-term plan for the children to showcase their knowledge through information leaflets, describing their favourite local heroes and why etc so they are fully prepared for their end of unit essays when they reach key stage 2.

Our children's well-being is important to us and we use our curriculum to teach children to recognise their feelings, moods and actions and resilience. We have engaged with the NHS 5 Ways to Wellbeing Project in order to promote mental health and wellbeing and to normalise the language around it as well as incorporating mindfulness practices into our provision.

In line with the Equality Act 2010, we promote equal opportunities to all of our pupils throughout our practices. Every child is recognised as a unique individual and so where we need to make necessary amendments to ensure that all opportunities are equal we do so, using our knowledge of our children's needs. This includes removing barriers, putting in support mechanisms and giving children the opportunities to achieve. We use our Church School Values (Respect, Wisdom and Courage) to further promote positive attitudes to learning and leading a successful, meaningful life.

Inclusion and Differentiation (SEND, Pupil Premium and higher attainers)

Teachers set high expectations for all pupils. Provision Maps for pupils with SEND and other additional needs set out support with the inclusion of their teaching and any reasonable adaptations that's needed.

In order to provide all pupils with relevant and appropriate work at each stage, we:

- set suitable learning challenges;
- respond to pupils' diverse needs;
- help overcome potential barriers to learning.

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Regular formative assessments identify individual children or groups of children for differentiated activities both within quality first teaching and targeted provision. Due to the heavily based English skills within the humanities teaching and learning, pupils may need to have similar intervention, support and scaffolds in place as they would during their core English lessons.

Pupil Progress meetings, SEND Clinics and Pupil Premium Clinics take place regularly throughout the school year to discuss current and future provision and interventions. We discuss impact of interventions, potential barriers and further actions required for individual children or groups of children to fulfil their potential. Reasonable adaptations that need to take place within the lesson will take place, so that

Communication to Parents/Carers

Communication with our parents about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents twice a year either in the form of parent consultation evening where parents make an appointment to meet with their child's teacher to discuss his/her progress;
- Annual end of year written report which details children's strengths and areas for development as well as providing assessment against national judgments;
- School website and year group pages inform parents what has been happening in the wider Curriculum;
- The school's *Facebook* feed informs parents about learning and enrichment activities which are taking place across the whole-school or in different classes;
- The use of ParentHub to be able to send direct messages to parents or to be able to keep them informed of events taking place in each class through their year group channel.
- Home-School Reading Records which contain a weekly section for 'Messages from school..' and 'Messages from home...' to facilitate communication between ourselves and parent/carers.

Teachers are also available at the start and end of each day for any necessary communications.

Spiritual, Moral, Social, Cultural Development

We strive to create a learning environment that promotes our pupils' spiritual, moral, social and cultural development (SMSC) equipping our pupils with the knowledge, skills, attitudes and values they will need to be healthy and respectful citizens and to succeed in their future lives.

Opportunities are provided throughout our curriculum, as well as through whole-school and class Collective Worship and extracurricular activities:

- we encourage our pupils to be reflective through pupil voice.
- develop opinions and points of view through class discussions.
- celebrate and recognise achievements through weekly Celebration Worship each Friday along with the parents/carers of the children being recognised that week;
- explore what is happening in the world through weekly 'What's in the news' Worship
- celebrate and recognise the exemplification of our values through the use of teams and team points.

British Values

We teach British values throughout the curriculum and as part of our Collective Worship provision, these include:

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual Respect
- Tolerance for those of different faiths and beliefs

Curriculum Impact

Assessment, Recording, Monitoring and Evaluation

Short and medium-term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessment is ongoing and uses work in children's books as evidence to form judgement for the objectives in the national curriculum. Feedback follows the school's policy and identifies areas for children to improve upon. Teachers use this information to identify common misconceptions and adjust future lessons accordingly to provide further teaching and modelling, independent practice or challenge enabling children to respond and reflect on their learning in order to improve. Outcomes from formative assessments enable us to see how children are keeping pace with our curriculum and to identify gaps which can be addressed through in-class targeted support or by our tutoring routes.

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents three times throughout the school year: twice through Parent Consultation meetings and in writing at the end of the school year in the form of an End of Year Report.

Monitoring, Evaluation and Review

Our Governing Body is responsible for monitoring the way the school curriculum is implemented. The Governors liaise with the subject leaders of these areas and monitor the way the school teaches these subjects. Governors for the curriculum areas are identified and we have a Governing Monitoring Timetable for each term when governors are programmed to visit the subject leader for their named curriculum area.

The Standards and Curriculum committee reviews curriculum development via the Governors' subject monitoring reports, the Headteacher's report, the SDP and the SEF.

The subject leader will take place in a variety of monitoring activities such as book looks, lesson observations and drop ins. Monitoring of learning environment as topic display boards are to be central focus of each classroom and then taken out into the corridor so that knowledge and vocabulary is still around school in order for them to retrieve the learning that took place. Pupil and teacher questionnaires and interviews will take place as well as monitoring of the wow days. Humanities subject leader is to meet with teachers before wow days to ensure a consistent approach and enrichment of activities is taken place across school.

Links with other policies

Subject Policies

EYFS Policy

Feedback Policy

Teaching and Learning and Assessment Policy

SEND Policy