




HUMANITIES POLICY

Signed:  Chair of Governors

Date: 11th November 2016

Talbot Specialist School **Humanities Policy**

Mission Statement

Opportunity and achievement through partnership

Aims of the school

Talbot Specialist School aims to promote and value achievements for all through:

- ✓ A dynamic, personalized curriculum
- ✓ Student centered learning
- ✓ Partnership with families
- ✓ Enrichment of learning through the wider community
- ✓ A celebration of our cultural diversity
- ✓ Multi-agency support
- ✓ Choices and opportunities on leaving school

Rationale

Humanities at Talbot Specialist School has inclusion, accessibility and equality at the very heart of all teaching and learning. Our vision is that every child at Talbot Specialist School to the best of his/her abilities and will be able to undertake their place as a global citizen through their experience, knowledge and understanding of the world, its history and its people.

Humanities at Talbot Specialist School comprises the subjects of History, Geography and Modern Foreign Languages. History and Geography are taught as discrete subjects in years 7-8, 9-10, and 11. Post 16 students study a combination of all the subjects previously mentioned in the subject 'Current Affairs' based upon the Equals 'Moving On' guidelines.

Students are given the opportunities to experience/explore Modern Foreign Languages across the school through immersion afternoons. There is also a specific emphasis on Makaton Signing to support student's learning and some groups have a Makaton session for 10 to 15 minutes every day. During the termly TAFL (Teach A Friend Language) immersion ½ day students access languages such as Japanese, Polish, Slovak, Roma, French, German, Russian and Italian.

Humanities subjects contribute to the broad, balanced and relevant curriculum offered to all students, but they also offer enrichment. Through cross curricular Humanities teaching we are able to extend beyond the parameters of the classroom and forge links with Multi-faith/ multiple-demographic communities, and embrace the diversity that makes Talbot such an enriching place for learning and teaching. Humanities at Talbot enables and empowers students to celebrate difference through immersive teaching, and students experience how these differences create community cohesion and a unifying whole.

Humanities at Talbot also enables students to develop an awareness of themselves, the world around them and how the historical, geographical, religious and social aspects of other cultures impact upon their lives and those of others.

Geography aims:

- ✓ To recognise physical and social differences and similarities within the lives of students and those of others.
- ✓ To explore the multi-sensory aspects of different cultures through music, dance, food, fabric, song, objects of reference, pastimes and life experiences.
- ✓ To record work in a variety of ways such as cross curricular topic based projects in order to communicate experience, knowledge and understanding.
- ✓ To visit and explore sites of local geographical significance.

- ✓ To develop an understanding of a familiar environment e.g. home, school, city; and compare and contrast these with less familiar localities.
- ✓ To familiarise students with key buildings, amenities and social structures within the local community e.g. School, hospital, leisure and discuss their function and ways that they can be accessed.
- ✓ To develop understanding of many different environments throughout the world e.g. climatic, physical, cultural.

Geography Objectives:

- ✓ To experience a range of locations through immersive teaching and learning
- ✓ To experience a range of environments i.e. school and the wider community;
- ✓ To develop knowledge of and to experience a variety of weather conditions;
- ✓ To develop an understanding of daily life in different locations i.e. work, home, social settings
- ✓ To interact with a wide range of geographical software to enhance teaching and learning
- ✓ To develop quality Geography resources for use across the school
- ✓ To develop cross curricular skills through Geography teaching e.g. the language of comparison, data handling skills such as traffic surveys etc.

History aims:

- ✓ To develop an understanding of how our lives 'now' are built upon the events of the past.
- ✓ To explore historical objects of reference on a sensory level.
- ✓ To compare and contrast our lives with the people from different times and eras.
- ✓ To develop students' understanding of themselves, their families and other people.
- ✓ To lay the foundations of chronology: to begin to understand that time can be past, present and future.
- ✓ To develop a broad awareness of place and time and how the two are related.

History Objectives:

- ✓ To develop an understanding that History is about the past and the impact, it has on the present.
- ✓ To develop a greater knowledge of themselves, their family and the wider world.
- ✓ To experience a range of historical events through multi-sensory, immersive teaching and learning.
- ✓ To engage with History through re-enactment, costume and role play of a variety of key historical events.
- ✓ To develop an understanding of daily life in different historical periods and contrast these to daily life.
- ✓ To interact with a wide range of historical software to enhance teaching and learning.
- ✓ To develop quality History resources for use across the school.
- ✓ To develop cross curricular skills through History teaching e.g. the language of dates and timelines

Modern Foreign Languages Aims

- ✓ To provide immersive exposure and interaction with a wide range of languages including MFL and Languages from other community and cultures, represented in Talbot School.
- ✓ To provide sensory exposure to songs, stories, video in a wide variety of different foreign languages.
- ✓ To facilitate cross curricular links to other subjects e.g. symbols to represent words.
- ✓ To contribute to the development of speaking, listening, reading and writing (expressive skills) through interaction

Modern Foreign Language Objectives

- ✓ To develop an understanding that there are many languages used around the world
- ✓ To use learn new words for objects common to their daily lives.
- ✓ To use another language to converse or ask for different things via a range of strategies.
- ✓ To interact with a wide range of language software to enhance teaching and learning.
- ✓ To develop quality M.F.L resources for use across the school.

- ✓ To develop cross curricular skills through M.F.L teaching e.g. the key skills and literacy skills.

Planning and Delivery

1. 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.
2. Units of work are taught in blocks; themed enrichment immersion days for the whole school are also planned every term. Varying teaching methods are adopted to suit a wide range of pupils' learning needs. A range of learning styles and resources are provided in order that all children are able to access the learning. We believe that interactive teaching approaches in Humanities make the subject more inclusive, accessible and engaging. This includes:
 - ✓ PowerPoint Presentations
 - ✓ Sensory activities. Audio and video resources and equipment
 - ✓ Practical hands on activities using objects of reference, artefacts
 - ✓ Storytelling, Discussion and debates
 - ✓ Competitions/prizes/Quizzes
 - ✓ Interactive displays

A. Long term planning

All Key Skills areas will have:

- ✓ A Policy Document
- ✓ Curriculum documentation
- ✓ IEP targets as appropriate/linked with core cross curriculum subject
- ✓ Recording and assessment tools in place and up-dated regularly

B. Medium term planning

Teachers will produce:

- ✓ A plan with clear learning objective for each student's personal development for each half term.
- ✓ Differentiated Planning and resources appropriate to the individual needs of the students.

C. Short term planning

- ✓ Each class teacher will record progress towards targets set out in weekly plans and will reflect upon lesson content and their own practice.
- ✓ All of these documents will be evaluated either daily, weekly or half termly and contribute to Annual Review reports.

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.

Differentiation

It is the responsibility of the class teacher/teams to plan and deliver according to their class/student's needs and abilities. Teachers provide opportunities to challenge the pupils at higher ability level and develop their skills further by setting challenging tasks.

Assessment, Recording and Reporting

Assessment opportunities and methods of assessment are the responsibility of teaching staff and should be based upon the needs of the students. Individual Progress Files are used throughout

the school to record progress against the Key Skill areas for all pupils. It is important for staff to keep records of students' engagement with Humanities this can be through photographic evidence, video files or digital/ paper worksheets.

Class teachers regularly liaise with parents through a wide range of communication modes as appropriate such as, home school diaries, emails, Escort staff, bilingual staff, phone calls, parents' evenings, coffee mornings, annual review meetings and whole school events. Progress is formally reported at parents' meetings held three times per year and in the Annual Review report. Interim review meetings are also held if necessary. End of year reports are also produced.

Roles and Responsibilities

Governors

It is the responsibility of governors to:

- ✓ Ratify and review policy documentation.
- ✓ Establish a process for developing and reviewing policies.
- ✓ Produce written policy statements where appropriate.

SLT

It is the responsibility of the Senior Leadership Team to:

- ✓ Ensure curriculum documentation is produced in line with curriculum policy.
- ✓ Ensure breadth and balance of subject delivery.
- ✓ Support implementation of policy and curriculum plans across school.
- ✓ Develop assessment, recording and reporting in line with school policy.

Faculty Leader

It is the responsibility of the Humanities Faculty Leader to:

- ✓ To maintain and review curriculum policy
- ✓ To devise and implement a long-term plan
- ✓ To monitor the quality of subject delivery across school.
- ✓ To ensure progress, development and excellence in all areas of Humanities teaching.
- ✓ To support with guidance for class delivery as requested.

Teachers

It is the responsibility of class teachers to:

- ✓ Customise and modify planning/teaching to meet the individual needs of their students.
- ✓ Share Humanities planning and resources via the M.L.E
- ✓ Complete medium (Mandatory half term plans) and short term planning as appropriate
- ✓ Monitor individual learning and progress against individual targets set for each area.
- ✓ Keep evidence of achievement in an appropriate format, digital or otherwise for each pupil.
- ✓ Ask the faculty leader for support and guidance as required.

Parents

It is the responsibility of parent/carers to:

- ✓ Support their child's learning opportunities on site as well as off site to the best of their abilities.
- ✓ Support development and progress in Key Skill areas.
- ✓ Ensure the safe return of any permissions slips and homework as appropriate.

Monitoring, Review and Evaluation

Phase leader's /Faculty leaders/SLT will monitor and evaluate planning and delivery by reviewing planning. A Planning File will be kept by each teacher. A lesson observation cycle is maintained by members of SLT (Head, Deputy and Assistant Head(s)).

Policies will be ratified and reviewed by Governors every 3-4 years or earlier if required. Faculty Leader will be responsible for ensuring the reviewing and evaluation process of their designated faculty by formally presenting it to SLT for governors' approval.

Equal Opportunities and Special Educational Needs

The school curriculum is a "Curriculum for all ". Therefore, all pupils will have access to all the curriculum and school resources regardless of gender, religion, ability, ethnicity, behaviour or background. This policy is addressed in the Single Equality Scheme.