



Repton School Abu Dhabi Humanities Policy

The Humanities (History and Geography) are taught to encourage, promote and develop: a child's sense of time; an awareness of change within and beyond their own lives; appreciation of the world they live in; understanding of climates; understanding of physical features; understanding of people and their culture. They need to know that what happens in the world has an impact on their own lives.

The aims of Humanities are:

- To encourage children's ability to question and so develop their concepts of: attitude, values and issues; similarities and differences; location and place; spatial patterns
- To develop lively and enquiring minds through historical and geographical enquiry
- To develop chronological understanding
- To develop a knowledge and understanding of events, people and changes in the past
- To understand cause and effect
- To understand historical interpretation
- To promote organisation and communication
- To develop a knowledge and understanding of places
- To identify physical, human and environmental features
- To develop a knowledge and understanding of environmental change and sustainable development
- To develop geographical vocabulary

Teaching and learning style

We use a variety of teaching and learning styles in history and geography lessons, guided by the New National Curriculum. Our principle aim is to develop children's knowledge, skills, and understanding of history and geography. We do this through weekly humanities lessons that have a high proportion of whole-class and specific group teaching. These lessons vary from lessons where children participate in whole-class shared activities, to small group or individual activities which meet specific objectives.

Children have the opportunity to experience a variety of learning styles and use a range of resources. Children use ICT in history and geography lessons where it enhances their learning, as in drafting and presenting their work and using multimedia to research different facets of humanities. We provide opportunities for out of class learning through class trips, and art and design lessons. Pupils are engaged in planning, refining, sharing and evaluating their own and others work.



Pupils are given opportunities to show what they know, understand and can do in a positive way. Children are encouraged to use and apply their learning in all areas of the curriculum. Additionally we recognise the fact that there are children of widely different historical and geographical background in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by using a combination of the following:

- Speaking and listening activities to provide opportunities to engage, assess and aid progression through questioning
- Setting some common tasks which are open ended and can have a variety of responses
- Grouping children by ability and setting different tasks to each ability group
- Grouping children in mixed ability or interest groups and setting different tasks to encourage a sharing of knowledge, skills and understanding
- Providing resources and tasks of different complexity according to the ability of the child
- Using teaching assistants to support and scaffold the work of individual children or groups of children

Humanities curriculum planning

By adapting the British National Curriculum programme of study, we ensure it is appropriate in an international school setting. Through this adapted curriculum we ensure pupils in Key Stage 1 and Key Stage 2 are taught historical and geographical knowledge, skills and understanding through specific areas of study, specific periods in time, localities and themes.

We carry out the curriculum planning in Humanities in three phases: a long-term overview, a medium term plan and detailed weekly plans. We identify the key objectives in history and geography that we should teach to each year group and allocate history and geography topics to different year groups to ensure there is a breadth and depth of balance. Teachers incorporate history and geography into their weekly planning to fulfill the curriculum objectives. This planning lists the specific learning objectives for each lesson and gives brief details of the lessons taught.

TIME IN THE CURRICULUM

KEY STAGES ONE AND TWO

The school has developed its own scheme of work based on the updated New National Curriculum. The Humanities curriculum is primarily taught through topic based planning, though occasional stand-alone lessons or themes may be taught to ensure complete coverage of the curriculum. Fieldwork is integral to good historical and geographical teaching and we include as many opportunities as we can to involve children in practical historical and geographical research and enquiry.



In Key Stages One and Two, we give them opportunities to observe and record information around the school site and to visit places of historical and geographical interest in Abu Dhabi. In addition to field trips, there are on-site whole school themed days such as International Day encouraging parental involvement, drama opportunities and assemblies.

Assessment and recording

Teachers assess children's work in humanities continually against the key objectives and use these assessments to help them plan for the next step.

CONTRIBUTION TO OTHER AREAS OF THE CURRICULUM

As most of the teaching and learning is topic based, Humanities make a significant contribution to the teaching of other subjects, notably English, Maths, Science, Art and DT, and ICT. There are also opportunities to contribute to other curriculum areas, for example, citizenship, environmental education and PHSE. Links will also be made to the School Competency Framework (SCF), Moral Education and the My Identity Framework.

Resources

There is a range of resources to support the teaching of Humanities across the school. Atlases are available for classes to use. The library has a selection of relevant historical fictional and non-fictional texts for classes to use. Children have access to the Internet through school computers and in-class tablets. The library contains a wide range of books to support children's individual research in Humanities. Further resources for Humanities are centrally stored in the school's resource rooms.

Monitoring and review

Monitoring the standards of the children's work and the quality of teaching in humanities is the responsibility of the SLT. The SLT also involves supporting colleagues in the teaching of Humanities, keeping informed about current developments in the subject, and providing direction for the subject across the school. The SLT annually evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. This data is used to inform the school development plan (SDP).

Reviewed Date: January 2018

Next Review Date: January 2019