

Subject Leader FAQs



Name Hazel Harrison

Subject - Humanities

Question	Answer
1. How long have you been the subject leader?	I have been History and Geography subject leader since I joined Rickmansworth Park in September 2016
2. What are your strengths as Humanities subject leader?	<p>I have always had an interest in Humanities, especially History. I studied History at university and have a special interest in local History. At university I wrote a dissertation about the affect the extension of the Metropolitan Line to Rickmansworth had on the town and was surprised to discover it did not have an immediate impact. I felt I became a real historian investigating why, especially as my dissertation was kept at Rickmansworth Library for a while! I love providing children with opportunities which develop their questioning and investigative skills so they too feel they are real historians, not just learning facts and dates! I have a lot of experience leading both History and Geography in previous schools and have recently attended courses to keep me up to date with new developments.</p> <p>In my spare time, I follow social media platforms for ideas to inspire colleagues and children. I am always ready to help and share my ideas with my colleagues.</p>
3. Give examples of the impact you have had on the quality of teaching and learning/ standards?	I met with the Hertfordshire advisor for Humanities to look at the units of work covered at Rickmansworth Park. As a result I restructured the curriculum and produced a skills progression document for History and Geography which the staff follow alongside their planning. I have recently introduced and implemented Oddizzi, an e-learning resource, which immerses the children into the real world!
4. What are the key strengths in this subject?	<p>Teachers frequently make creative links with core subjects and other foundation subjects to make learning more relevant and fun, e.g. in Art, Year 5 look at Anglo Saxon brooches and create their own designs. Year 3 enjoy writing reports about the Romans.</p> <p>Teachers plan trips and organise visitors/workshops to excite and inspire the children, e.g. Year 3 visit the Verulamium Museum in St Albans when learning about the Romans and Year 4 go on a virtual trip to the British Museum to explore the ancient Egyptian rooms.</p>
5. What areas for development have you identified in this subject?	<p>I am in the process of creating a portfolio of History and Geography with examples of emerging, expected and exceeding pieces of work.</p> <p>I have also established a link with the local secondary school History lead so we can access their resources and expertise.</p>
6. How do you know how well pupils are achieving?	Formal monitoring takes place every term and as subject leader I have an insight into how children are achieving in History and Geography Geography through an internal tracking grids. Reception children are assessed against the EYFS 40-60 months ages and stages and at the end of the year children are assessed against the Early Learning Goals. I have

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	<p>access to this in the Reception Classroom.</p> <p>Once a year I also interview a selection of children from across the school to find out how they feel about their History and Geography lessons, the results of which I feed back to the staff. Class assemblies also give me an insight into how much the children are enjoying both History and Geography. I also look at a selection of pupils books on a regular basis.</p>
<p>7. How does the school meet the needs of all groups within this subject?</p>	<p>Planning differentiates and caters for the children’s needs in each class. Therefore provision meets the needs of all our children Boys, girls, SEND, EAL, disadvantaged, EYFS, KS1 and KS2</p> <p>Also the result of the Pupil Voice interviews further informs teachers’ planning.</p>
<p>8. What knowledge do Governors have about your subject? How have they been involved in your subject?</p>	<p>Updates are given to governors at Governor Body meetings and governors are invited to attend wider curriculum open mornings and assemblies.</p>