

The Humanities Association seeks to promote the exploration of issues crucial to humankind. Such issues cannot be explained or understood in the context of any one subject. Humanities teaching develops the ability of individuals to perceive the interrelationships of knowledge drawn from a wide range of subjects or disciplines. It is this understanding of interrelationships which sets humanities apart from any one subject. Humanities teaching demonstrates the importance of the contributory subjects and allows them equal esteem. It ensures that students can have a continuous experience of the humanities subjects and that they do not have to choose between them, so selecting one subject for study but rejecting the rest. Humanities teaching demonstrates the importance of the contributory subjects by showing their necessary involvement in understanding the issues.

The Humanities Association:

A Statement of Aims

Humanities is about people: how people create the world they live in; how the world they live in makes them the people they are.

Humanities education recognises and explicitly acknowledges the human basis of learning experience: it focuses on the human dimension of the curriculum, that area which deals with people and their interaction with their environment, in its historical, geographical, cultural, social, moral and spiritual dimensions. It is concerned with process more than product; single subject courses, modular courses, combined courses and fully integrated courses, can all provide vehicles for a Humanities approach.

The Humanities Association aims to provide an independent forum for debate about major issues in all aspects of humanities education and to establish a national network of advice and support for teachers, students, lecturers, inspectors, advisers, and workers in voluntary organisations, who are involved in this key area of the curriculum. The Association's key objectives are to promote:

A range of curriculum models which:

- Focus on the quality of pupils' whole learning experience, across the age and ability range
- Enable pupils to learn about issues and develop values appropriate to a post-industrial, global interdependent society
- Emphasise cross-curricular work
- Equip young people to play an active, well-informed role in the community
- Prepare school leavers for further education and the world of work

Teaching styles and methods which:

- Involve pupils in enquiry and problem solving
- Support pupils in their development as confident autonomous learners
- Enable pupils to apply their knowledge and skill in new contexts

Assessment techniques which:

- Allow pupils to demonstrate what they know, understand and can do
- Involve pupils in the process of self review, target setting and action planning
- Seek to involve parents in the process
- Present pupils' achievements in a clear, concise and accessible format

The role of humanities in a whole curriculum context:

- Amongst pupils and parents
- In schools, colleges and universities
- Amongst community groups
- Within industry and commercial organisations.