

LTP/Y2	Autumn Term 1 /HISTORY	Autumn Term 2/HISTORY	Spring 1/RE	Spring 2 /RE	Summer 1/GEOGRAPHY	Summer 2/GEOGRAPHY
Journey 1 Confident Community Engagement						
Central	MYSELF 'How was school different in the past?' 1-5	LIGHT & DARK Making History How have children's lives changed?	EXPLORERS 'Buddhism' 1.1.1, 1.1.4, 1.2.3	COLOURS 'Islam' 1.1.3, 1.1.4, 1.2.3 & Equals Semi-Formal SOW - The World About me: <i>Festivals/Ramadan</i>	FARAWAY LANDS 'How life is different in China?' (revisit 1, 3 unit: 'What is the Weather like in the UK)	THE OLYMPICS 'Would you prefer to live in a hot or cold place?' 2,4,5
Circle						
Journey 2 Community Engagement and Employment Opportunities						
Northern	Bronze, Stone or Iron Age? 'Would you prefer to live in Bronze, Stone or Iron Age' (LKS2,Y3/4)	Making History 'How was school different in the past?' (LKS2,Y3/4)	'Exploring' Buddhism 1.1.3, 1.2.3, 2.3.4	'Exploring' Islam 1.1.3, 1.1.4, 1.2.3	Geographical Skills 'How life is different in China?' (revisit 1, 3 unit: 'What is the Weather like in the UK) (KS1,Y1)	Human & Physical Geography 'Would you prefer to live in a hot or cold place?' 1-2, 5-6 (LKS2) (links to: 'Who lives in Antarctica?' 1-3/KS1)
Piccadilly						
Metropol.						

Journey 3 Further Study and Skilled Work Opportunities						
District						
Bakerloo	Ancient Civilizations 'What did Greeks ever do for us?' (UKS2,Y5/6)	'Were the Vikings raiders or peace-loving settlers?' (LKS2,Y3/4)	'Making Connections' – Buddhism 2.3.6., 3.8.2 (2.5.1),	'Making Connections' – Islam 3.7.1, 3.7.4, 3.9.4	Place Knowledge 'How could you make the local area more environmentally friendly?'	Human & Physical Geography 'Why do Oceans matter?'
Ham. & City						

HUMANITIES 2023-2024 - RE

JOURNEY 1 Central/Circle

NSS is non-subject specific therefore please be more flexible in your teaching; create meaningful colourful sensory experiences: the sound of a call to prayer, the smell of incense, the sight of a murti. Explore artefacts, clothes, music, organise trips in places of worship. Experience the religions particularly through festivals, offer times of peace, reflection and calm. Share meaningful experiences and beliefs. Many pupils have deep spiritual insights and experiential moments. Students of particular faith have experienced with their families and show anticipation during similar learning opportunities.

SPRING 1: BUDDHISM

Myself – who am I? Why am I unique? 1.1.1 Who is a Buddhist?

Celebrations: 'How and Why are they Important'(1.1.4)

What does light mean? – Panirvana Day (Buddha's death - February), Wesak Festival (May), 1.2.2

How do we recognise a religious building? 1.2.3

What words are important to me? Why do some people pray? 1.2.5

Why do we wear different clothes for different occasions: what clothing is special in some religions 2.6.6

Exploring Artefacts, music, art

SPRING 2: ISLAM

About a story or teaching from a religion's special book (learning objective in the Unit) 1.1.3

Celebrating special times: preparations involved and traditions linked to a religious celebration: Eid. 1.1.4

Story linked to a religious celebration (learning objective in the unit) : Angel Gabriel revealing the Qur'an to Muhammad (Eid). 1.1.4

How do we recognise a religious building? 1.2.3

What words are important to me? Why do some people pray? 1.2.5

Exploring Artefacts, music, art

JOURNEY 2: NORTHERN, PICCADILLY, METROPOLITAN

RE: Please refer to the Equals Scheme of Work to the relevant Units

SPRING 1: 'Exploring Buddhism'

- Holy book of Buddhism; what can we learn from sacred books? How are special books treated? 1.1.3.
- How and why do we celebrate special times? 1.1.4
- How do I recognise a religious leader? 1.2.3
- What can the Buddha teach us? 2.3.4
- How Buddha's teachings help people to live wisely and happily (learning objective in the unit) 2.3.4
- Which stories are special and why? What do the Creation Stories teach us? 2.4.5
- Why do we wear different clothes for different occasions (what clothing is special in some religions) 2.6.6
- Why do people pray? Why are prayers and praying important to some people 2.5.2

SPRING 2: 'Exploring Islam'

- Holy books of Islam: why special books are important in school, home and faith (learning objective within the unit) 1.1.3.
- About a story or teaching from a religion's special book (learning objective in the Unit) 1.1.3
- Celebrating special times: preparations involved and traditions linked to a religious celebration: Eid. 1.1.4
- Story linked to a religious celebration (learning objective in the unit) : Angel Gabriel revealing the Qur'an to Muhammad (Eid). 1.1.4
- How do we recognise a religious leader - Imam? 1.2.3
- What does it mean to be part of a Muslim family? 2.4.1
- What is it like inside a religious building - Mosque 2.5.1
- Why is Muhammad important to Muslims? 2.5.5
- Respect for all religions; how should we care for others and the world? 2.6.1

- Why is sharing food important on special occasions? 2.6.4

SPRING 2: 'Making Connections' - Buddhism

- What do people around me believe? 2.3.6
- How is faith expressed in different statues and buildings? 3.8.2 (refresh Unit 2.5.1)
- What is it like inside a religious building?).
- Why do people go on journeys to sacred places? 2.5.3
- How does religion make a difference in people's lives? 2.6.5
- What do signs and symbols mean? 3.7.1
- Who was Gautama Buddha? (Unit 7D)
- How is faith expressed in different statues and buildings? 3.8.2 (refresh Unit 2.5.1)
- What is it like inside a religious building?).
- What can a Humanist teach us?

SPRING 1: 'Making Connections' - Islam

- What do signs and symbols mean? 3.7.1
- How do Muslims live their life through the Qur'an? 3.7.4
- Understand that not all religions make statues of people or God 3.8.2 (learning objective within the unit).
- What effect does religion have on some people's lives? 3.8.6
- How can we be different but live together?
- Origins - Where do we come from? 3.9.3
- How do people show faith through the arts? 3.9.4

- Does having a religion help people be peaceful? 3.9.5
- Self-awareness and respect towards others in Islam: How has religion shaped our local community? 4.11.2

HISTORY & GEOGRAPHY : *Please refer to the relevant Scheme of Work to the Units as above in Kapowprimary.com*

Curriculum Intent	
BEAR Values	
Personalisation	Differentiation
<p>EHCP Outcomes</p> <p>Preparing for Adulthood:</p> <p>Employment</p> <p>Health</p> <p>Community Inclusion</p> <p>Independent Living</p>	<p>3 Journeys:</p> <p>1. Confident Community Engagement</p> <p>2. Community Engagement and Employment Opportunities</p> <p>3. Further Work and Skilled Work Opportunities</p> <p>Pathways Voyages</p> <p>(Non-)Subject-specific knowledge and skills</p>

Intent (contributing to SDP)	Implementation (how this action plan supports the SDP)	Impact (on students' progress)
Journey 1 Confident Community Engagement		
		Students will develop a better awareness of time (present-past –some of the students), they will learn by exploring,
		6/11

<p>Teaching of Humanities is on the teaching timetable therefore students will have opportunities to explore & experience Humanities' subjects every week.</p> <p>Discover/experience their past in multi-sensory way throughout a range of topics to assist their understanding of their world; teaching should be focused on teaching the subjects using the total communication approach to make context understandable and link their lessons intentions to their learning outcomes (H)</p> <p>To access a wide range of creative and exciting planned activities to extend and build on known interests and motivations. (ALL)</p> <p>Experience learning indoors & outdoors through a range of practical activities that they will focus on the understanding of human & physical features of their local environment. (G)</p> <p>Improve access to cultural capital for students through a range of broad learning experiences both outside and inside the classroom with particular emphasis on SMSC values</p>	<p>For pupils working on the NSS curriculum, Humanities content (H, RE & G topics) will provide an experiential, multi-sensory delivery through exciting, engaging activities, which will be linked to the areas of needs, motivation, interests and personal outcomes (PFA/EHCP outcomes).</p> <p>Teachers to become familiar and more confident with topics the topics that they will be teaching as well as the purpose of implementation of humanities into the curriculum; how this impacts students' progress and how Humanities teaching reflects in students' lives.</p> <p>Help students to gain a wide range of experiences and achieve their ECHP outcomes linking termly outcomes to the Humanities' subjects.</p> <p>Purchase a variety of diverse and age-appropriate resources for the 3 Journeys classes. Support teachers to organise trips to places linked to the Humanities subjects (e.g., places of worship, historical places, museums etc)</p>	<p>experiencing and engaging in a range of activities, using artifacts, photos, participating in role play scenarios, visits/trips, Music and Art etc.</p> <p>Students' assessment & progress will be evident (EFL) and will reflect the impact of their learning in Humanities.</p> <p>Students will have the opportunity to visit places of religious/ historical or geographical interest, to practise their communication skills and expand social experiences further.</p> <p>Fundamental British Values will be evident in the all three subjects H, RE & G and children will celebrate differences. Students will flourish as citizens in a multicultural, pluralistic and global society.</p> <p>Humanities will prepare pupils for adult life, employment and lifelong learning. Particularly regardless of background, ability, or needs, will flourish to become the very best version of themselves; disadvantaged pupils will develop greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>
Journey 2 Community Engagement and Employment Opportunities		
<p>Re- introducing teaching of Humanities will enable students to: discover/experience through their past and understand how it connects to their present. (H)</p> <p>Improve ability to think, discuss about H, RE, G and communicate ideas (ALL).</p> <p>To access a wide range of creative and exciting planned activities to extend and build on known interests and motivations. (ALL)</p> <p>Experience different faiths and their celebrations through a series of specific projects and events cross curriculum with emphasis particularly on Performing Arts.(RE)</p>	<p>Assist teachers to implement Humanities and understand topics as well as the purpose of implementation of humanities into the curriculum and how this impact students' progress.</p> <p>Help students to gain a wide range of experiences and achieve their ECHP outcomes linking termly outcomes to the Humanities' subjects.</p> <p>Purchase a variety of diverse and age-appropriate resources for the 3 Journeys' classes.</p> <p>Support teachers to organise trips to places linked to the Humanities subjects (e.g., places of worship, historical places, museums etc)</p> <p>Reinforce teaching of Humanities (each of the subjects) also through Assemblies (when possible) and cross-curricular (when the two subjects are not being taught in any current term).</p>	<p>To begin to develop a historical understanding from exploring the Ancient Civilizations and understanding of British History (H).</p> <p>Students' assessment & progress will be evident (EFL) and will reflect the impact of their learning in Humanities.</p> <p>Fundamental British Values will be evident in the all three subjects H, RE & G and students will celebrate differences and they will flourish as citizens in a multicultural, pluralistic and global society.</p> <p>Fundamental British Values will be evident in the all three subjects H, RE & G and children will celebrate differences. Students will later on flourish as citizens in a multicultural, pluralistic and global society.</p> <p>Humanities will prepare pupils for adult life, employment and lifelong learning. Particularly regardless of background, ability, or needs, will flourish to become the very best version of</p>

Improve access to cultural capital for students through a range of broad learning experiences both outside and inside the classroom with particular emphasis on SMSC values		themselves; disadvantaged pupils will develop greater confidence and independence to help them engage more with the wider community and prepare for adulthood.
Journey 3 Further Study and Skilled Work Opportunities		
<p>Discover their past and understand how it connects to their present; they will get a sense of chronology in relation to Britain's past & the wider world. (H)</p> <p>Develop skills to make connections, engage and respond using resources of evidence (G, H).</p> <p>Improve ability to think, discuss about H, RE, G and communicate ideas. (ALL)</p> <p>Experience different faiths and their celebrations through a series of specific projects and events cross curriculum with emphasis particularly on Performing Arts.(RE)</p> <p>Improve access to cultural capital for students through a range of broad learning experiences both outside and inside the classroom with particular emphasis on the development of the SMSC values.</p>	<p>Assist teachers to implement Humanities and understand topics as well as the purpose of implementation of humanities into the curriculum and how this impacts students' progress.</p> <p>Help students to gain a wide range of experiences and achieve their ECHP outcomes linking termly outcomes to the Humanities' subjects.</p> <p>Purchase a variety of diverse and age-appropriate resources for the 3 Journeys' classes.</p> <p>Support teachers to organise trips to places linked to the Humanities subjects (e.g., places of worship, historical places, museums etc)</p> <p>Reinforce teaching of Humanities (each of the subjects) also through Assemblies (when possible) and cross-curricular (when the two subjects are not being taught in any current term).</p>	<p>To begin to develop a historical understanding from exploring the Ancient Civilizations and understanding of British History from Stone Age. The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences. (H)</p> <p>Fundamental British Values will be evident in the all three subjects H, RE & G and students will celebrate differences and they will flourish as citizens in a multicultural, pluralistic and global society.</p> <p>Humanities will prepare pupils' assessment & progress will be evident (EFL) and will reflect the impact of their learning in Humanities.</p> <p>Fundamental British Values will be evident in the all three subjects H, RE & G and children will celebrate differences. Students will later on flourish as citizens in a multicultural, diverse, pluralistic and global society. Students will develop their SMSC values.</p> <p>Humanities will prepare pupils for adult life, employment and lifelong learning. Particularly regardless of background, ability, or needs, will flourish to become the very best version of themselves; disadvantaged pupils will develop greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>
[add lines if needed]		

Teacher Appraisal - My Post Holder target

Autumn Term – moderation notes (students' work, EFL)

Autumn Term – progress with intent of action plan



HUMANITIES Action Plan & Report

[O. Kontou]
2023/2024

Autumn Term – notes on student progress

Spring Term – moderation notes (students' work, EFL)

Spring Term – progress with intent of action plan

Spring Term – notes on student progress

Summer Term – moderation notes (students' work, EFL)

Summer Term – progress with intent of action plan

Summer Term – notes on student progress

Cross-Curricular links, SMSC, FBV

SOCIAL

Respect the code of conduct based on BEAR values.
Work successfully, as a member of a group or team.
Agree and disagree yet resolve conflicts maturely and appropriately.
Promoting racial, religious and other forms of equality.

MORAL

Respect the code of conduct based on BEAR values.
Understand human feelings and emotions, needs, interests and feelings, as their own. Develop moral concepts and values: Be honest, loyal, respectful learn and live with ethos, good manners, mutual respect.

SPIRITUAL

Opportunity to explore values and beliefs. In which ways religious beliefs are relevant to them.
Exploring the way beliefs impact or have impacted peoples' lives.
What religion means historically & geographically, how it looked like and has impacted people identity.

CULTURAL

Understand diversity of other cultures within Britain and throughout the world. Promote knowledge and use of cultural imagery and language.
Develop the ability to reflect on important questions of meaning and identity.
Promoting racial, religious and other forms of equality.
Experience cultural events and diversity.

Exercise the notion of independence and responsibility in an increasingly complex society. Fostering a sense of community, with common, inclusive values.		Encourage pupils to recognise right and wrong. Think through the consequences of their own and others' actions. Learn to experience other people's views and review their own.			
Journey 1 Confident Community Engagement			Journey 3 Further Study and Skilled Work Opportunities		
Central	Victoria	<p>English: Spoken Language & Communication (Autumn 1) Use of symbols, reading sight words, use total communication approach to make understanding explicit. Objects of reference will assist further learning in the Humanities area. Speaking & Listening, following instructions, answering level 1 questions. Emphasis will be on developing children's communication skills, language understanding, building their vocabulary and support their need to make full sentences. Recounting events on trips.</p> <p>Maths: Time Awareness (Autumn 1)/Shapes (Autumn 2/Summer 2), Length (Spring 1) Position & Direction (Spring 2): Past & present awareness, shapes (e.g., pyramids - Egypt), position & direction language, counting opportunities, measuring, sequence of events (G, H, RE).</p> <p>Science: Seasons, weather, habitats, labeling activities, exposure to the wider world,, (start getting familiar with countries and where these are in relation to where we live), how climate is in different countries/continents, means of transport. Materials and substances. Begin to understand diversity (G, H).</p> <p>Art: Autumn 2 (Christmas): Creativity opportunities, messy play, experience substances and malleable materials, use of mark making tools, gross & fine motor skills development opportunities (ALL)</p> <p>Performing Arts: Diwali Celebrations (Autumn 1), Christmas (Autumn 2), Chinese New Year(Spring 1), BBC Summer Holidays, Land, water, sky: Singing, acting and dancing (Summer 2): physical development, opportunities to become more confident and resilient, copying actions, listening & attention games etc. (RE/Geography).</p> <p>PSHE: Autumn 1 - me and my family/History), Private/Non- Private Geography) Summer 1,Feelings (RE):</p> <p>ICT: Links between the three subjects throughout the year use of ICT is recommended and takes place through the use of pictures, devices to communicate, Ipads, laptops, typing skills.</p> <p>RE, GEOGRAPHY, HISTORY: Links between the three subjects therefore more opportunities to revisit topics and retain in memory for longer.</p>	District	<p>English: Spring/Summer ½: Big Fantastic Earth (G, RE) Comprehension, factual writing, retrieving information from text, comprehension, speaking & listening, building their vocabulary and support their need to make full sentences.</p>	
Circle			Bakerloo	<p>Maths: Addition/Subtraction (Autumn 1) Multiplication/Division, Length/Perimeter (Autumn 2), Time, shape (Summer 1/2): Timelines, (H), chronology, direction compass point, orientation</p>	
			Ham. & City	<p>Science: Climate (Autumn 1) (G), Light & Sound (Spring 1), Materials (Spring 2) (RE), Earth & Space, Plants & Water (Summer ½)(G): Seasons, weather, habitats, labelling activities, exposure to the wider world,, (start getting familiar with countries and where these are in relation to where we live), how climate is in different countries/continents, means of transport. Materials and substances. Begin to understand diversity (G, H).</p> <p>Art: Painting Landscapes (Summer 1) (G) Creativity opportunities, messy play, experience substances and malleable materials, use of mark making tools, gross & fine motor skills development opportunities (ALL)</p> <p>Performing Arts: Autumn 1: Diwali (RE), Autumn 2: BBC Bonfire, Guy Fawkes story (H), Singing & Understanding the meaning behind lyrics (Spring 1)(RE): Singing, acting and dancing: physical development, opportunities to become more confident and resilient, copying actions, listening & attention games etc. (RE).</p> <p>PSHE: Community & Careers (Spring ½)(RE, G), Discrimination, Identity & Relationships (Summer ½)(G, RE): work in a circle sitting alongside their friends, develop their social skills by working in groups, waiting their turns patiently, developing their manners, and listen to the rules. (RE/Geography).</p> <p>ICT: Links between the three subjects throughout the year use of ICT is recommended and takes place through the use of pictures, devices to communicate, Ipads, laptops, typing skill, Internet.</p> <p>RE, GEOGRAPHY, HISTORY: Links between the three subjects therefore more opportunities to revisit topics and retain in memory for longer</p>	

Journey 2 Community Engagement and Employment Opportunities		
Northern	<p>English: Summer: Project, Children just like me (G): Comprehension, speaking & listening, building their vocabulary and supporting their need to make full sentences.</p> <p>Maths: Shapes, Addition/Subtraction (Autumn 1), Length/Height (Autumn 2), Position & Direction, Time (Summer 1/2): Timelines, time talking about distance, positional language, counting opportunities, measuring, sequence of events (G, H, RE).</p> <p>Science: Autumn 1: Living Things & Their Habitats, Local Environment, Autumn 2: Human Body), Spring 2: Materials, Summer 1: Climate changes, Summer 2: Water): Seasons, weather, habitats, labeling activities, exposure to the wider world,, (start getting familiar with countries and where these are in relation to where we live), how climate is in different countries/continents, means of transport. Materials and substances. Begin to understand diversity (G, H).</p> <p>Art: Autumn 2 (Christmas): Creativity opportunities, messy play, experience substances and malleable materials, use of mark making tools, gross & fine motor skills development opportunities (ALL)</p> <p>Performing Arts: Autumn 1: Diwali (RE), Autumn 2: BBC Bonfire, Guy Fawkes story (H), Spring 1: Travel to Brazil, Rio (Disney), Carnival Mardis Graiss, Travel to Columbia (G): Singing, acting and dancing: physical development, opportunities to become more confident and resilient, copying actions, listening & attention games etc. (RE).</p> <p>PSHE: Growing & Changing (Autumn 1) (H), Belonging to the community (Spring 1/2) (RE, G, H), Respecting Ourselves & Others (Summer): Work in a circle sitting alongside their friends, develop their social skills by working in groups, waiting their turns patiently, develop their manners, and listen to the rules. (ALL)</p> <p>ICT: Links between the three subjects throughout the year use of ICT is recommended and takes place through the use of pictures, devices to communicate, Ipads, laptops, typing skills, internet.</p> <p>RE, GEOGRAPHY, HISTORY: Links between the three subjects therefore more opportunities to revisit topics and retain in memory for longer</p>	
Piccadilly		
Metropoli		