



## HUMANITIES

### Action Plan & Report

[O. Kontou]  
2024/2025

LTP/Y3	Autumn Term 1/HISTORY	Autumn Term 2/HISTORY	Spring 1/RE	Spring 2/RE	Summer 1/GEOGRAPHY	Summer 2/GEOGRAPHY
<b>Journey 1   Confident Community Engagement</b>						
Central	THIS IS ME 'How did we learn to fly?'	SPACE & ALIENS 'How did explorers change the world?'	TRADITIONAL TALES Exploring Sikhism 1.1.1, 1.1.2, 2.6.6	FOOD & DIET Exploring Judaism 1.2.2, 1.2.3, 2.4.1	SUPERHEROES 'Where does our food come from?'	TRANSPORT 'Our Wonderful World'
Circle						
<b>Journey 2   Community Engagement and Employment Opportunities</b>						
Northern Piccadilly	'How was school different in the past?' <sup>(KS1)</sup>	Making History 'How did we learn to fly?' <sup>(KS1)</sup>	'Exploring' Sikhism 1.2.2, 2.4.1, 3.8.5	'Exploring' Judaism 1.1.3, 1.1.5, 2.6.3	Human & Physical Knowledge 'Where does our food come from?' (LKS2, Y3/4)	Locational Knowledge Geographical Skills 'Why is our World Wonderful?' (KS1, Y2)
Metropol.						

<b>Journey 3   Further Study and Skilled Work Opportunities</b>						
District						
Bakerloo	Tudors 'What was life like in Tudor England?' (UKS2, Y5/6)	WWII 'What was the impact of the WWII in Britain?' (UKS2, Y5/6)	'Making Connections' – Sikhism 3.8.1, 3.8.5, 4.10.3	'Making Connections' – Judaism 2.6.3, 3.7.1, 3.9.5	Human & Physical Knowledge 'Why does population change?' (UKS2, Y5/6)	Human & Physical Knowledge 'What are the rivers and how they are formed?' (LKS2, Y3/4)
Ham. & City						



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### HUMANITIES 2024-2025 - RE

#### **JOURNEY 1 Central/Circle**

NSS 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: SIKHISM**

Learning from religion (learning objective in the unit) 1.1.1

The symbols of dark and light 1.2.2

How are Special Books treated? 1.2.3

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: JUDAISM**

What does light mean? Hanukkah 1.2.2

How do we recognise a religious building? 1.2.3

To understand that families share many things together, such as special meals and special times (learning objective in the unit) 2.4.1

Stories or teaching from a religion's special book 1.1.3

Exploring artefacts, Music, Art



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#### JOURNEY 2: NORTHERN, PICCADILLY, METROPOLITAN    *Please refer to the Equals Scheme of Work to the relevant Units*

##### SPRING 1: 'Exploring Sikhism'

- Learning from a religion (learning objective in the unit) 1.1.1
- What does light mean? Sikhism 1.2.2
- How and why do we celebrate special times? 1.1.4
- To understand that families share many things together, such as special meals and special times (learning objective in the unit) 2.4.1
- Which stories are special and why? What do the Creation Stories teach us? 2.4.5
- Why is the gurdwara important to Sikh 3.8.5
- Why do people go on journeys to sacred places? 2.5.3

##### SPRING 2: 'Exploring Judaism'

- What 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 Jewish people welcome and say goodbye to Shabbat? 1.1.5
- What does light mean? 1.2.2
- What makes some places sacred? How do I recognise a religious building? 1.2.3
- What does it mean to be part of a Jewish family? 2.4.1
- Torah is the holy book in Judaism 2.6.3 (learning objective within the unit)
- What do signs and symbols mean? 3.7.1



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#### JOURNEY 3: DISTRICT, BAKERLOO, HAMMERSMITH & CITY    *Please refer to the Equals Scheme of Work to the relevant Units*

##### SPRING 1: 'Making Connections - Sikhism'

- Belief in God, identity, spiritual and personal views: How can we be different but live together? 3.8.1
- Why is the gurdwara important to Sikh 3.8.5
- How do people show faith through the arts? 3.9.4
- Does having a religion help people be peaceful? 3.9.5
- Why do we die 3.8.4
- What is it like to be part of a religious community in the world today? 4.10.1
- Self-awareness and respect towards others: What is right behaviour in different religions? 4.10.3
- Why do people suffer? 4.11.5

##### SPRING 2: 'Making Connections - Judaism'

- What does it mean to be part of a Jewish family? 2.4.1
- What is the Torah and why is it important to Jewish people? 2.6.3
- What do signs and symbols mean? 3.7.1
- How and why do organisations help others? 3.8.3
- What effect does religion have on some people's lives? 3.8.6
- What can religious stories teach us about good and evil? 3.8.1
- Origins – where do we come from? 3.9.3
- Does having a religion help people to be peaceful? 3.9.5



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- How should I behave towards others? 4.11.3

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

Curriculum Intent	
BEAR Values	
Personalisation	Differentiation
<ul style="list-style-type: none"><li>↳ EHCP Outcomes</li><li>↳ Preparing for Adulthood:</li><ul style="list-style-type: none"><li>Employment</li><li>Health</li><li>Community Inclusion</li><li>Independent Living</li></ul></ul>	<ul style="list-style-type: none"><li>↳ 3 Journeys:<ol style="list-style-type: none"><li>1. Confident Community Engagement</li><li>2. Community Engagement and Employment Opportunities</li><li>3. Further Work and Skilled Work Opportunities<ul style="list-style-type: none"><li>↳ Pathways   Voyages</li></ul></li></ol></li><li>↳ (Non-)Subject-specific knowledge and skills</li></ul>

Intent (contributing to SDP)	Implementation (how this action plan supports the SDP)	Impact (on students' progress)
<b>Journey 1   Confident Community Engagement</b>		
Teaching of Humanities is on the teaching timetable therefore students will have opportunities to explore & experience Humanities' subjects every week.  Discover/experience their past in multi-sensory way throughout a range of topics to assist their understanding of their world;	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).	Students will develop a better awareness of time (present-past –some of the students), they will learn by exploring, experiencing and engaging in a range of activities, using artifacts, photos, participating in role play scenarios, visits/trips, Music and Art etc.



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<p>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 &amp; outdoors through a range of practical activities that they will focus on the understanding of human &amp; 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>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>Students' assessment &amp; 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 &amp; 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>
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#### 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>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>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 &amp; 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 &amp; 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 &amp; 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 themselves; disadvantaged pupils will develop greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>
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Journey 3   Further Study and Skilled Work Opportunities		
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)	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.	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)
Develop skills to make connections, engage and respond using resources of evidence (G, H).	Help students to gain a wide range of experiences and achieve their ECHP outcomes linking termly outcomes to the Humanities' subjects.	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.
Improve ability to think, discuss about H, RE, G and communicate ideas. (ALL)	Purchase a variety of diverse and age-appropriate resources for the 3 Journeys' classes.	Humanities will prepare pupils' assessment & progress will be evident (EFL) and will reflect the impact of their learning in Humanities.
Experience different faiths and their celebrations through a series of specific projects and events cross curriculum with emphasis particularly on Performing Arts.(RE)	Support teachers to organise trips to places linked to the Humanities subjects (e.g., places of worship, historical places, museums etc)	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.
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.	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).	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.
[add lines if needed]		

Teacher Appraisal - My Post Holder target
Re-introduce Humanities, focus and light to be shed particularly on the learning skills, experiences, personal development (self-knowledge, self-esteem, self-confidence) of the students as part of their preparation for adulthood. Our aim is to enable all children, regardless of background, ability, or needs, to flourish to become the very best version of themselves they can possibly be to prepare them for confident community engagement or work opportunities, depending on their abilities. Therefore, we want to promote the spiritual, moral, social and cultural development of the students in order to be ready for their adult life. SMSC development plays a significant role in their ability to learn and achieve and allows them to take their rightful place in their community, as a local, national and global citizen. In the same manner to continuously promote the British Values ( <i>Democracy, Mutual Respect, Rule of Law, Respect &amp; Tolerance those of different faiths &amp; beliefs and Individual Liberty</i> ) in order the students to leave the school be prepared for life in modern Britain.
Curriculum Weeks to reinforce topics/areas that have been taught and provide more opportunities to students to retain knowledge; to be able to reflect sequence in their learning.
Teachers to plan their lessons with greater confidence, around the needs of their students: eventually to provide a scheme of work that will help the teachers to deliver their lessons and have a clear understanding of lessons' expectations.
Arrange a meeting with teachers teaching Humanities to discuss their experiences of teaching Humanities so far (identify WWW or EBI).



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RE teaching should be guided by the local SACRE Syllabus & Collective Worship (training in January)

#### **Autumn Term – moderation notes (students' work, EfL)**

To be done

#### **Autumn Term – progress with intent of action plan**

It is early to understand whether Humanities' teaching and long term plan is working. Definitely requires a few changes and teachers to feel more supported and focused on what they teach. However, so far students have thoroughly enjoyed their History lessons; a meeting will be arranged with the teachers in Spring term to discuss this further. Particularly the Romans' curriculum week was successful students had the opportunity to develop their curiosity about the past further, develop understanding of concepts, focus on the History timeline, learn about Romans' contribution in Britain; how these contributions will be later become more evident in their life as adults (PfA outcomes).

#### **Autumn Term – notes on student progress**

To be done

#### **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**



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### Cross-Curricular links, SMSC, FBV

SOCIAL	MORAL	SPIRITUAL	CULTURAL
<p>Respect the code of conduct based on BEAR values.</p> <p>Work successfully, as a member of a group or team.</p> <p>Agree and disagree yet resolve conflicts maturely and appropriately.</p> <p>Promoting racial, religious and other forms of equality.</p> <p>Exercise the notion of independence and responsibility in an increasing increasingly complex society.</p> <p>Fostering a sense of community, with common, inclusive values.</p>	<p>Respect the code of conduct based on BEAR values.</p> <p>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.</p> <p>Encourage pupils to recognise right and wrong. Think through the consequences of their own and others' actions.</p> <p>Learn to experience other people's views and review their own.</p>	<p>Opportunity to explore values and beliefs. In which ways religious beliefs are relevant to them.</p> <p>Exploring the way beliefs impact or have impacted peoples' lives.</p> <p>What religion means historically &amp; geographically, how it looked like and has impacted people identity.</p>	<p>Understand diversity of other cultures within Britain and throughout the world. Promote knowledge and use of cultural imagery and language.</p> <p>Develop the ability to reflect on important questions of meaning and identity.</p> <p>Promoting racial, religious and other forms of equality.</p> <p>Experience cultural events and diversity.</p>

Journey 1   Confident Community Engagement		Journey 3   Further Study and Skilled Work Opportunities		
Central	Circle	District	Bakerloo	Ham. & City
<p><b>English:</b> Spoken Language &amp; Communication (Autumn 1)</p> <p>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 &amp; 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><b>Maths:</b> Time Awareness (Autumn 1)/Shapes (Autumn 2/Summer 2), Length (Spring1) Position &amp; Direction (Spring 2): Past &amp; present awareness, shapes (e.g., pyramids - Egypt), position &amp; direction language, counting opportunities, measuring, sequence of events (G, H, RE).</p> <p><b>Science:</b> 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><b>Art:</b> Autumn 2 (Christmas): Creativity opportunities, messy play, experience substances and malleable materials, use of mark making tools, gross &amp; fine motor skills development opportunities (ALL)</p> <p><b>Performing Arts:</b> 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 &amp; attention games etc. (RE/Geography).</p> <p><b>PSHE:</b> Autumn 1 - me and my family/History), Private/Non- Private Geography) Summer 1,Feelings (RE):</p>		<p><b>English:</b> Spring/Summer 1/2: Big Fantastic Earth (G, RE)</p> <p>Comprehension, factual writing, retrieving information from text, comprehension, speaking &amp; listening, building their vocabulary and support their need to make full sentences.</p> <p><b>Maths:</b> Addition/Subtraction (Autumn 1) Multiplication/Division, Length/Perimeter (Autumn 2), Time, shape (Summer 1/2): Timelines, (H), chronology, direction compass point, orientation</p> <p><b>Science:</b> Climate (Autumn 1) (G), Light &amp; Sound (Spring 1), Materials (Spring 2) (RE), Earth &amp; Space, Plants &amp; Water (Summer 1/2)(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><b>Art:</b> Painting Landscapes (Summer 1) (G)Creativity opportunities, messy play, experience substances and malleable materials, use of mark making tools, gross &amp; fine motor skills development opportunities (ALL)</p> <p><b>Performing Arts:</b> Autumn 1: Diwali (RE), Autumn 2: BBC Bonfire, Guy Fawkes story (H), Singing &amp; Understanding the meaning behind lyrics (Spring 1)(RE): Singing, acting and dancing: physical</p>		



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	<p><b>ICT:</b> 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><b>RE, GEOGRAPHY, HISTORY:</b> Links between the three subjects therefore more opportunities to revisit topics and retain in memory for longer.</p>		<p>development, opportunities to become more confident and resilient, copying actions, listening &amp; attention games etc. (RE).</p> <p><b>PSHE:</b> <b>Community &amp; Careers (Spring ½)(RE, G), Discrimination, Identity &amp; Relationships (Summer ½)(G, RE):</b> 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><b>ICT:</b> 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><b>RE, GEOGRAPHY, HISTORY:</b> 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><b>English:</b> Summer: Project, Children just like me (G): Comprehension, speaking &amp; listening, building their vocabulary and supporting their need to make full sentences.</p> <p><b>Maths:</b> Shapes, Addition/Subtraction (Autumn 1), Length/Height (Autumn 2), Position &amp; Direction, Time (Summer 1/2): Timelines, time talking about distance, positional language, counting opportunities, measuring, sequence of events (G, H, RE).</p>		
Piccadilly	<p><b>Science:</b> Autumn 1: Living Things &amp; 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><b>Art:</b> Autumn 2 (Christmas): Creativity opportunities, messy play, experience substances and malleable materials, use of mark making tools, gross &amp; fine motor skills development opportunities (ALL)</p> <p><b>Performing Arts:</b> Autumn 1: Diwali (RE), Autumn 2: BBC Bonfire, Guy Fawkes story (H), Spring 1: Travel to Brazil, Rio (Disney), Carnival Mardis Gras, Travel to Columbia (G): Singing, acting and dancing: physical development, opportunities to become more confident and resilient, copying actions, listening &amp; attention games etc. (RE).</p> <p><b>PSHE:</b> Growing &amp; Changing (Autumn 1) (H), Belonging to the community(Spring ½) (RE, G, H), Respecting Ourselves &amp; 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><b>ICT:</b> 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><b>RE, GEOGRAPHY, HISTORY:</b> Links between the three subjects therefore more opportunities to revisit topics and retain in memory for longer</p>		
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