

<b>Subject Specific Action Plan 2020-21</b>		
<b>Subject: Humanities</b>	<b>Co-ordinator(s): S Henman/B Fowler</b>	
<b>Monitoring and Assessment</b>	<b>Action(s):</b>	<b>Success Criteria:</b>
<p><b>Objective: To make effective use of assessment results and procedures to enable analysis of current attainment across the federation in comparison to national standards.</b></p> <ul style="list-style-type: none"> <li>• To analyse the progress made by all children at the end of each term through non-core subject assessment sheet.</li> <li>• To ensure all staff are confident making accurate judgements and are able to support the progression of children’s learning.</li> <li>• To moderate examples of assessments being made within each key stage.</li> <li>• To develop a subject portfolio to show examples of expected attainment.</li> <li>• To introduce the start of topic quiz and end of topic quiz.</li> </ul>	<ul style="list-style-type: none"> <li>➤ SH/BF to analyse data termly and establish areas for development. Share with staff.</li> <li>➤ Staff meeting time to share examples of standards materials and assessment criteria.</li> <li>➤ Staff meeting time (as above) to share examples of work and judgements. Use the work analysis sheets to help create a data base of work from the different year groups.</li> <li>➤ Books to show evidence of topic quiz at the beginning and end of topics.</li> <li>➤ Results of tests to be recorded by teachers using humanities test sheet – created by SH. Results to be emailed to BF (History) and SH (Geography)at the end of module for evidence base and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>▪ SH/BF to share areas for development with staff.</li> <li>▪ Staff are confident understanding what ‘at expected’ and ‘working at greater depth’ looks like for their key stage.</li> <li>▪ Staff agree on criteria for assessing Humanities at expected and at greater depth. Refer to Humanities ambassadors portfolio .</li> <li>▪ SH/BF to have developed subject portfolio with examples of assessment judgements.</li> <li>▪ Topic quizzes being used and progress being seen in results.</li> </ul>
<b>Quality Provision</b>	<b>Action(s):</b>	<b>Success Criteria:</b>
<p><b>Objective: To ensure quality humanities provision across the federation that meets the needs of the children and curriculum expectations.</b></p> <ul style="list-style-type: none"> <li>• To monitor provision to ensure full coverage of the humanities curriculum.</li> <li>• To ensure there is effective support and challenge for all abilities.</li> <li>• To develop the teaching of map skills.</li> <li>• To develop challenge within writing in humanities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ SH/BF to monitor any new topics that are being introduced to make sure they cover all elements of the curriculum.</li> <li>➤ Staff meeting time to monitor books and share good practice, particularly looking at appropriate challenge and identifying use of mapping skills.</li> <li>➤ Staff meeting time to discuss how mapping needs to be taught across the year groups on a regular basis. Timetable a jump in to Maps day.</li> <li>➤ Teachers plans include at least three levels of activity and extended writing tasks are used on a regular basis to develop writing stamina.</li> </ul>	<ul style="list-style-type: none"> <li>▪ SH/BF/staff to have updated curriculum map (if needed) and compare with coverage plan from Ambassadors.</li> <li>▪ Examples of work/ activities to be included in subject portfolio.</li> <li>▪ Mapping to be taught on regular basis and evidence to be found in topic books/ displays/ planning and broader curriculum books.</li> <li>▪ Evidence in books of level of challenge chosen by the children. Writing shows progression in terms of stamina as you go through the book.</li> </ul>
<b>Resources</b>		
<p><b>Objective: To ensure staff and children have access to appropriate resources to enable quality provision to be delivered</b></p>		

<p>effectively.</p> <ul style="list-style-type: none"> <li>To audit current geography and history resources and establish any gaps in provision.</li> </ul>	<ul style="list-style-type: none"> <li>SH/BF establish gaps in resources and prioritise what needs to be bought or replaced. Teachers to make subject leaders aware of any shortcomings in topic resources they discover when teaching a particular topic.</li> </ul>	<ul style="list-style-type: none"> <li>Staff have access to resources available and their use is evident in lessons.</li> </ul>
<b>Wider- Engagement</b>		
<p><b>Objective: To raise the profile of humanities and particularly mapping skills within the school community</b></p> <ul style="list-style-type: none"> <li>To develop the prominence of humanities in the school environment.</li> <li>To ensure humanities is a focus for a trip or special event day within the bubble.</li> <li>To organise Mapping skills afternoons or day.</li> </ul>	<ul style="list-style-type: none"> <li>SH/BF to promote the regular use of globes, atlases and mapping skills in all classes.</li> <li>Staff to make sure that one trip (if not possible due to Covid restrictions – one focused topic day) each year is linked to the teaching of humanities.</li> <li>Staff to plan and deliver ‘Jump into Maps’ Day.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of current topic and mapping study in each classroom.</li> <li>Children to have taken part in a variety of wider curriculum humanities activities- either off site or within their own classroom.</li> <li>‘Jump into Maps Day’ planned and delivered. Photographs to be taken for humanities portfolio.</li> </ul>
<b>Outcomes / Review (to be completed at the end of the year)</b>		