

Humanities Action Plan 2021 -22	Co-ordinator: Jo Kerkham	
Priority One: Monitoring and Assessment	Action(s):	Success Criteria:
Ensure that there is a progression of skills across the year groups and across phases.	<ul style="list-style-type: none"> ▪ Monitoring of KOs to ensure Los are taken from the skills progression document. ▪ Monitoring of books and floorbooks to ensure Los that are planned for are taught. ▪ Curriculum Map session with teachers to map Geography Los onto the topics through the 2 year cycle and see if any Los are missed. ▪ Teachers assess ARE above and below at the end of the year and this is captured for pupil asset. 	<ul style="list-style-type: none"> ▪ Los planned for in Kos are evident in floorbooks and books. ▪ Teachers are aware of the need to cover objectives so they can be built upon in the future. ▪ Teachers are aware of the outcomes expected and coverage needed so they are able to assess with confidence at the end of a year.
Priority Two: Quality Provision	Action(s):	Success Criteria:
Children remember what they learn well beyond their lessons.	<ul style="list-style-type: none"> ➤ Memory is planned for. There is cumulative formative assessment during the topics that are taught. Formative assessment strategies will be taught through the SIDP actions. Memory is reinforced after the block is completed. 	Children are able to remember and explain their learning in conversation.
Priority 3: Resources		
Resources are up to date and well considered.	<ul style="list-style-type: none"> ➤ SL attends DNEAT SL training sessions. And recommends resources directly to teachers. ➤ Humanities are at the centre of 2/3 topics and time is given each term for planning of topics. 	<ul style="list-style-type: none"> ▪ Espresso is used. ▪ Teachers express success with use of new resources.
Priority 4: Wider- Engagement		
Parents are more engaged in their children's learning.	<ul style="list-style-type: none"> ➤ Update topic displays in the central hall area. ➤ Invite parents to an open afternoon each term so KS2 children can explain their learning to their parents. ➤ Consider other ways to make learning sticky, such as 'sparkle units' or explaining sessions to a different class. 	<ul style="list-style-type: none"> ▪ Parents feel more engaged with their children's learning. ▪ Children remember more.
Outcomes / Review (to be completed at the end of the year) July 2021		
Priority 1: Priority 2: Priority 3: Priority 4:		

Humanities Schedule 2021-22

Date	Priority	Action	Notes/Evaluation
Autumn 1	<p>Parents are more engaged in their children's learning.</p> <p>Resources are up to date and well considered.</p>	<p>Consider SCP priorities and Write action plan accordingly.</p> <p>20 and 21.10.21 Parent open pm for children to show parents their work.</p> <p>JK begin to attend subject leader training sessions for Geography.</p>	<p>Sent great geography tool to teachers. BP responded positively. https://www.toporopa.eu/en/</p>
Autumn 2	<p>Ensure that there is a progression of skills across the year groups and across phases.</p>	<p>15.11.21 Curriculum Mapping Session</p> <p>22.11.21 Humanities monitoring week</p> <p>6.12.21 Topic planning session</p>	
Spring 1	<p>Children remember what they learn well beyond their lessons.</p> <p>Parents are more engaged in their children's learning.</p>	<p>Introduce: Consider other ways to make learning sticky, such as 'sparkle units' or explaining sessions to a different class after the unit has finished.</p> <p>Update topic displays in the central hall area.</p>	
Spring 2			
Summer 1			
Summer 2			

Intent:

Children will build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of uses.

Children will understand and apply the principles of nutrition and learn how to cook.

Implementation:

Through teaching a 2/3 year curriculum map and skills progression.

Using creativity and imagination to solve real and relevant problems.

Through real life cross-curricular links, enabling children to flourish through real life experiences.

Impact:

Each unit of work will start with a design task and end with an evaluation task to measure progress.

Quality evidence in Floor books and Topic Books with callouts/pupil voice, showing cross-curricular links.

Portfolio of standards will show progression across year groups and quality of learning.