



Humanities Action Plan

Autumn 2022 – Autumn 2023

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Our Aims At Whitchurch we aim to...



Our Values



Section One: Statement of Intent for Humanities at Whitchurch

At Whitchurch Primary School, we want our pupils to be inspired to know more about Britain's past and that of the wider world. It engages pupils in questions about people and events in the past and helps pupils to understand the present and prepare them for the future, as well as understand how the world has evolved over time and how the past impacts our lives today! The programme of study for history states that 'History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationship between different groups, as well as their own identity and the challenges of their time.'

Teaching should also equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

A historian needs:

*Thorough investigative and research skills

*Good communication skills

*An interest in human behavior, culture and society

*An enquiring mind

Geography at Whitchurch Primary School is an exciting, enquiry led subject that helps children to understand people better, know about different places and environments worldwide. In our school, we teach high-quality lessons that encourage and inspire all pupils to be inquisitive and fascinated about the world that they live in. We want our children to analyse and evaluate their role in the world and develop an understanding that they are the next generation who are responsible for their global future. Our aim is to ensure that this acquired knowledge resonates with them for the rest of their lives.

The fundamental questions we are seeking answers from are:

- Where is this place?
- What is it like?
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?
- What can I do to preserve and protect this place?

Section Two: Humanities Key Priorities

Key Priorities	
To improve the quality of education in HUMANITIES for all groups of children.	To review and evaluate the effectiveness of the HUMANITIES curriculum to ensure it is in-line with National Curriculum statutory requirements, as well as aligned with the school's curriculum key drivers
	To develop the use of subject-specific vocabulary in HUMANITIES to ensure a greater depth and breadth of understanding
	To embed a teacher assessment framework for HUMANITIES to track and monitor pupils' progress and attainment
To develop the leadership of HUMANITIES To ensure ALL groups of pupils receive a good quality of education	To revise and update the 'Intent statement' for HUMANITIES so that it is more unique and child-friendly to the pupils Whitchurch
	To use data analysis of teacher assessment framework to inform future planning opportunities, address misconceptions in pupils' learning and accelerate progress
	To deliver CPD training to class teachers to develop their subject knowledge and pedagogy within HUMANITIES
To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to Humanities	To increase the profile of HUMANITIES across the school e.g. clubs, theme days and events that promote an enthusiasm and passion for HUMANITIES.
	To audit the HUMANITIES resources to ensure they are in line with the topics being taught across the school, ensuring they are supportive to the quality teaching and assist all pupils being able to access the HUMANITIES curriculum.
	To work collaboratively with internal and external colleagues to broaden the knowledge of all staff and to further develop the HUMANITIES curriculum we deliver to the pupils of Whitchurch.

Section Three: Development Planning

Key Priority 1: To improve the quality of education in HUMANITIES for all groups of children.		Lead: Hannah Hogberg/Deputy Headteacher		RAG
Key Priority: Quality of Teaching				Behind Not achieved Underway Completed
<ol style="list-style-type: none"> To review and evaluate the effectiveness of the HUMANITIES curriculum to ensure it is in-line with National Curriculum statutory requirements, as well as aligned with the school's curriculum key drivers. To develop the use of subject-specific vocabulary in HUMANITIES to ensure a greater depth and breadth of understanding. To embed a teacher assessment framework for HUMANITIES to track and monitor pupils' progress and attainment. 				
Outcome – What? What are we aiming to achieve?	Actions – How? What will happen to achieve the outcome?	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation What will we see when we have achieved the outcome?
<p>1. HUMANITIES SL, SLT, YTLs and CTs have a sound understanding of what is being taught, how it is being taught and why it is being taught across the half-term/topic leading to at least GOOD QOE in subject areas for all pupils.</p>	<p>Regularly monitor planning and books to ensure the new planning is in line with the LTP/MTPs, Curriculum maps, NC and POS.</p> <p>Observe and evaluate the quality of teaching through a 'Deep Dive' approach to get a clear insight of areas of strength and development across the school linked to HUMANITIES</p> <p>Complete pupil interviews to gather soft data on pupils' perspectives and experiences linked to HUMANITIES</p> <p>Discussions with class teachers on how they plan HUMANITIES and understand what training/CPD they may require to develop their subject knowledge and pedagogy linked to HUMANITIES</p> <p>Subject leader (SL) to monitor-</p> <ul style="list-style-type: none"> - Is there coverage from the POS/NC? - Are a range of experiences planned for including LOTC? - Are the skills progressive from previous years? - Is planning differentiated for ALL groups of children to learn and make good progress? - Are there opportunities for children to receive real life experiences? <p>Provide clear support for teachers where required.</p> <ul style="list-style-type: none"> - Teacher voice 	<p>Ongoing throughout the year – half termly</p> <p>SL</p>	<p>Leadership time</p>	<p>All groups of children will have access to a well-planned and unique curriculum across Humanities. Providing opportunities to develop and further their knowledge and skills, in line with National Curriculum statutory requirements and out curriculum drivers, throughout their learning journey at Whitchurch.</p> <p>Teachers will know how and who to approach to receive support (where needed) to enhance their skills of planning for the chn at Whitchurch & ensure they have clarity around the topics they are teaching and how they refer to our curriculum drivers unique to Whitchurch. All to ensure children are making good progress throughout the year.</p>

	<ul style="list-style-type: none"> - Create half termly feedback planning sheets to support YTLs/CTs with planning HUMANITIES. - Planning support - Team teaching and/or peer observations. 			
<p>2. HUMANITIES SL, SLT, YTLs and CTs will be able to use subject specific vocabulary and encourage pupils to use and show an understanding of this in their lessons and books.</p> <p>Pupils are able are able to show an understanding of key vocabulary both verbally and in their written work, to deepen their understanding of the topics taught.</p>	<p>Monitor planning, books and teaching and learning to ensure that the subject-specific vocabulary is being used regularly to enhance the pupils understanding – this should be evident in the planning, books and learning environment.</p> <p>Discussions with pupils to monitor their understanding of key vocabulary and to see if they are able to use and define key terms.</p> <p>Discussions with class teachers to understand their feedback of the strengths and weaknesses of HUMANITIES in their class- with a focus on the specific teaching of the subject-specific vocabulary and the effect it has on the attainment of the children in their class.</p> <p>To support them in using a wide range of resources that are stored in a central location that they can use to deepen pupils’ conceptual understanding.</p> <p>Creation of knowledge organisers for HUMANITIES that provide guidance on subject-specific vocabulary, as well as set high expectations for use of subject-specific vocabulary in HUMANITIES</p>	<p>Ongoing throughout the year – half termly</p> <p>SL</p>	<p>Leadership time</p> <p>Leadership time</p>	<p>Outcomes in pupils’ books demonstrate they can evidence the subject- specific vocabulary to enhance their understanding.</p>
<p>3. HUMANITIES SL, SLT, YTLs and CTs will implement the assessment framework that can track and monitor pupils’ progress and attainment in</p>	<p>CPD training for class teachers to share a collective understanding of a whole school assessment system for Humanities.</p> <p>Subject leader to provide 1:1 support for each year group to ensure all are secure with how to assess and record the data accurately.</p> <p>To look through assessment descriptors to ensure assessments are accurate and used to inform future lesson planning.</p>		<p>Leadership Time</p>	<p>Teachers will be succinct in using a whole school assessment tool for Humanities relating to the NC objectives that will lead to accurate formative and summative assessments of children’s progress and attainment across the whole school.</p>

<p>HUMANITIES and identify areas of strength and areas of development that can be used to refine the education offer at Whitchurch linked to Humanities</p>	<p>Analysis of data identifies pupils who are not attaining national expectations in Humanities. Subject Leader to work across the whole school in sharing good practice on ideas around planning, teaching, assessment and questioning linked to the new curriculum to raise pupil outcomes.</p> <p>Analysis of data identifies pupils who are exceeding in Humanities and can be challenged through school-based and Home learning projects.</p> <p>Monitor the strengths/weaknesses across phases – see where the gaps are and why?</p>			
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<p>Key Priority 2: To develop the leadership of HUMANITIES To ensure ALL groups of pupils receive a good quality of education</p>		<p>Lead: Hannah Hogberg/Deputy Headteacher</p>	<p>RAG</p>	
<p>Key Priority: Leadership & Management</p> <ol style="list-style-type: none"> To revise and update the 'Intent statement' for HUMANITIES so that it is more unique and child-friendly to the pupils Whitchurch To use data analysis of teacher assessment framework to inform future planning opportunities, address misconceptions in pupils' learning and accelerate progress To deliver CPD training to class teachers to develop their subject knowledge and pedagogy within HUMANITIES 		<p>Behind Not achieved Underway Completed</p>		
<p>Outcome – What? <i>What are we aiming to achieve?</i></p>	<p>Actions – How? <i>What will happen to achieve the outcome?</i></p>	<p>Who/when?</p>	<p>Resources Costs Budget Code CFR</p>	<p>Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i></p>
<p>1. HUMANITIES subject leader, all teachers, SLT, governors and pupils all understand what is being taught, when it is being taught and how it is being taught.</p>	<p>Revise the intent statement to ensure it reflects our curriculum drivers and that the pupils can identify what makes HUMANITIES unique to Whitchurch.</p> <p>SL to ensure the intent statement is clear, concise and child-friendly and that all members of the school community are aware of our vision and aspirations to move HUMANITIES forward.</p> <p>SL to collect pupil and staff voice throughout the year to monitor the progress across the school.</p> <p>Feedback to YTLs, SLT and governors with progression of the intent statement and whole school community understanding and vision.</p>	<p>Spring 1</p> <p>SL/DHT</p> <p>Aut 2 / Spring 2 / Summer 2</p>	<p>Leadership time</p>	<p>School stakeholders understand how the curriculum is designed to build upon skills and knowledge and how links are made in pupils learning. These links also extend to safeguarding, key drivers and school ethos and vision.</p> <p>HUMANITIES 'Intent statement' is shared across the school/website with all stakeholders.</p>

				QOE in subjects adheres to these INTENT statements. This is triangulated across all sources of evidence.
2. Class teachers have secure knowledge of assessment within HUMANITIES and how they can use this to inform future planning.	<p>To use data analysis of teacher assessment framework to inform future planning opportunities, address misconceptions in pupils' learning and accelerate progress</p> <p>HUMANITIES subject leader to deliver CPD training to all staff- covering the following:</p> <ul style="list-style-type: none"> - Do staff have an understanding of progression within Humanities and how to build on prior learning? - What does an enquiry-based approach look like? How does this promote independent, lifelong learners? - Do staff know what resources are available to support teaching and learning? - How can staff nurture and develop pupils' talents and interests and expose them to future career paths? 	Spring 2 SL/DHT	Leadership Time CPD Budget E08	<p>This will provide staff with real world experience, as well as develop them as global citizens which they can then in turn cascade down to pupils as part of the HUMANITIES curriculum due to subject-specific training that shares good practice, as well as effective strategies for the QoE related to HUMANITIES</p> <p>Teachers will know how and where to receive support (where needed) to enhance their skills of planning for the chn at Whitchurch & ensure they have clarity around the topics they are teaching.</p> <p>QOE for HUMANITIES will improve across the school as we see the implementation of actions from the CPD session and the impact upon pupil outcomes.</p>
3. Subject leader can support teachers to enhance their skills enabling pupils to make good progress & the QoE in	<p>To deliver CPD training to class teachers to develop their subject knowledge and pedagogy within HUMANITIES</p> <p>Attend HUMANITIES conferences to network with other schools in the borough and share good practice and seek support and advice when needed.</p> <p>SL to seek CPD opportunities to further enhance the QoE being offered by staff.</p>	Spring Term	Leadership Time CPD Budget	QOE for HUMANITIES will improve across the school as we see the implementation of actions from the CPD sessions attended and the impact upon pupil outcomes.

HUMANITIES to be at least GOOD	SL to offer support to YTLs and Class teachers with subject knowledge, planning and delivering high quality lessons that all children have access to. Share good practice across the school – team teaching and/or peer observations.			
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Key Priority 3: To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to Humanities		Lead: Hannah Hogberg/Deputy Headteacher	RAG	
Key Priority: Personal Development, Behaviour & Attitudes			Behind Not achieved Underway Completed	
<ol style="list-style-type: none"> To increase the profile of HUMANITIES across the school e.g. clubs, theme days and events that promote an enthusiasm and passion for HUMANITIES. To audit the HUMANITIES resources to ensure they are in line with the topics being taught across the school, ensuring they are supportive to the quality teaching and assist all pupils being able to access the HUMANITIES curriculum. To work collaboratively with internal and external colleagues to broaden the knowledge of all staff and to further develop the HUMANITIES curriculum we deliver to the pupils of Whitchurch. 				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
1. HUMANITIES subject leader, all teachers, SLT and link governor all understand the importance of raising the profile of HUMANITIES. Promoting passion and enthusiasm throughout the school. They understand how the curriculum	Look through year group LTPs/MTPs and liaise with year team leaders for more information on how cross-curricular links can be made. Link elements of HUMANITIES with wider curriculum across the year. Subject Leader (SL) to - <ul style="list-style-type: none"> Encourage and support teachers to take the children on trips, organise workshops and guest speakers – all to be shared on the planning feedback document. Promote the concept of creating memorable experiences for the children within HUMANITIES – themed days, sharing their learning across year groups, class assemblies. Cross-curricular activities that are suggested on the planning are being done. Investigate local competitions that are based on topics we study in Geography and History. 	Half-termly Half-termly	Leadership time Leadership time	Pupils are able to talk and share their learning enthusiastically and seek opportunities to demonstrate their passion for HUMANITIES. Pupils can apply knowledge and skills to real-life scenarios and are able to commit learning to their long-term memory Staff are able to design and teach a dynamic curriculum that sets high expectations and provides real life experience

<p>is designed specifically for Whitchurch and the links to our key drivers, school ethos and vision.</p>	<ul style="list-style-type: none"> - Celebrate events worldwide – <i>Black History Month, Guy Fawkes, Remembrance day, National fieldwork week.</i> - Assemblies to share current world events relating to History and Geography – applying their knowledge and understanding to the wider world. 			<p>Pupils are exposed to real world experiences that develop them as global citizens</p>
<p>2. The resources available to staff enable them to deliver high quality teaching across HUMANITIES.</p>	<p>Subject Leader to audit the HUMANITIES resources: staff voice, pupil voice and assess what we have already in school.</p> <p>SL to liaise with the school librarian and what Harrow Schools Library service offer.</p> <p>SL to work with SENCO and EAL team for resources/ approaches to make the HUMANITIES curriculum accessible for all pupils at Whitchurch.</p>	<p>Autumn 2 onwards and half-termly</p>	<p>Leadership Time</p>	<p>All pupils are given the opportunity to access the HUMANITIES curriculum with support.</p> <p>There are opportunities to support the learning of pupils with tangible, engaging additional resources that improve the QoE we provide.</p>
<p>3. HUMANITIES subject leader, all teachers and governors all understand what is being taught, when it is being taught and how it is being taught. They are able to recognise the rationale behind the curriculum design and how it develops from EYFS to KS2 and beyond.</p>	<p>SL to work collaboratively with internal and external colleagues to broaden the knowledge of all staff by attending the networking events within the subject area, sharing good practice and the ideas of the curriculum team and wider staff.</p> <p>Ensure there is a range of opportunities within Humanities to support pupils and nurture their talents and interests.</p> <p>Liaise with governors – what experiences can they offer the pupils with regards to HUMANITIES</p>			<p>Staff are confident with the progression of HUMANITIES throughout the school.</p> <p>Pupils become aware of potential career paths they can undertake linked to HUMANITIES</p>

Section Four: Monitoring

Leaders' Monitoring Schedule School Development Plan Monitoring 2022/2023

Priority	Responsible Staff	Monitoring Leader	Monitoring Date
To improve the quality of education in HUMANITIES for all groups of children.	Hannah Hogberg (SL) Cecil Anang Sonia Dhrona Dalia Aghabra (until Dec 22)	Caroline Rowley (HT) Martin TL (DHT)	
To develop the leadership of HUMANITIES To ensure ALL groups of pupils receive a good quality of education	Hannah Hogberg (SL) Cecil Anang Sonia Dhrona Dalia Aghabra (until Dec 22)	Caroline Rowley (HT) Martin TL (DHT)	
To develop links within the wider curriculum to provide enrichment opportunities for pupils linked to Humanities	Hannah Hogberg (SL) Cecil Anang Sonia Dhrona Dalia Aghabra (until Dec 22)	Caroline Rowley (HT) Martin TL (DHT)	