

Humanities Area of Learning and Experience

Strategic Plan

Foreword and Context

I am pleased to present our long-term strategic plan for implementing the Humanities Area of Learning and Experience within our newly-designed curriculum. This two-year strategic plan is intended to demonstrate our vision for the Humanities, so that we all share a common understanding. We are working towards developing the new curriculum before its full implementation in September 2022. Our next step shall involve moving from ‘traditional’ subjects to areas of learning and experience. The strategic plan has taken into account all key stakeholders in the school, which includes our children, their parents, all staff and governors. The successful implementation of the new curriculum at our school is based on a true collective effort.

As a school and as a team, we will strive to develop the new Welsh curriculum (Donaldson, 2015) effectively and to its full potential. This strategic plan includes an action plan documenting various goals that we intend to achieve. To conclude, this strategic plan is arguably a working document, which sets out our goals, actions and priorities and we shall use it to inform our everyday practice, monitor progress, and help us understand how to successfully implement an engaging and innovative Humanities area of learning and experience.

BP (Humanities Area of Learning and Experience Lead)

Our Vision

To design and develop an area of learning and experience that inspires and engages all our learners.

Aims	Objectives
To design a new Humanities area of learning and experience that aligns with the four core purposes and twelve pedagogical principles (Donaldson, 2015).	To incorporate purposefully the four core purposes and twelve pedagogical principles (Donaldson, 2015) through the Humanities Area of Learning and Experience. To ensure that the subjects within the area of learning and experience are equally balanced.
To develop an exciting and engaging area of learning and experience for our school where children can develop a sense of identity locality.	To receive key stakeholders perspectives and ensure their to the new curriculum. TO equip our staff with resources and develop their subject knowledge and confidence
To develop children's thinking, questioning and enquiry skills through teaching and learning experiences	To develop children's cultural awareness through carefully planned Humanities lessons.

Strategic Priorities

Below are the strategic priorities decided upon after completion of SWOT analysis and reviewing curriculum guidance. These strategic priorities are our long-term priorities. Further in this document is an action plan that elaborates on how we strive to achieve these priorities. Also, there is a timeline for when we are set to review and evaluate.

Strategic Priority	What we already do	2020-2021	2021-2022	2022-
1. Design a Humanities curriculum that...	1.1- Provide a broad and balanced curriculum.	1- Examine current practice and curriculum guidance in order to design a new Humanities curriculum.	Continue to implement and assess the new Humanities curriculum. Refine ready for full implication.	New Curriculum fully rolled out.
2. Children, parents and carers, wider community all work together to improve engagement and outcomes	2.1- Strong links with local community church. 2.2- Utilise many local businesses.	More parental engagement encouraged.	Regular links with wider community.	Continued engagement with wider community.

3. Develop four core purposes and twelve pedagogical principles (Donaldson, 2015).	3.1- Four core purposes are currently present in some teaching and learning experiences.	Assess curriculum guidance and how as a school we could develop alongside our practice.	Links to four core purposes into planning.	Four core purposes and twelve pedagogical principles (Donaldson, 2015) evident in all teaching and learning experiences.
4. Develop pupils' thinking, questioning and enquiry skills.	4.1- Children's thinking skills are being developed to a good extent.	Develop a bank of resources to be utilised during lessons to develop thinking, questioning and enquiry skills.	Continue to children's develop thinking, questioning and enquiry skills.	Continue to children's develop thinking, questioning and enquiry skills.
5. Develop teacher confidence in delivering humanities teaching and learning experiences.	5.1- Regular sharing of work.	Staff undertake CPD opportunities. Review and reflect upon experiences.	Staff undertake CPD opportunities.	Staff undertake CPD opportunities.
6. Collaboration between areas of learning and experience leads.	6.1- Area of learning and experience leads collaborate frequently at staff meetings.	Termly reviews, collaboration amongst area of learning and experience leads. Organise visit to local pioneer school.	Termly reviews, collaboration amongst area of learning and experience leads.	Termly reviews, collaboration amongst area of learning and experience leads.

Review

In order to ensure effectiveness of the new Humanities area of learning and experience curriculum, regular reviews will be carried out. Throughout, the methods such as pupil voice and book scrutinies shall be utilised to assess the impact of the curriculum. As demonstrated below.

Key Actions

To summarise, outlined below are our key priorities.

Provide engaging teaching learning experiences based upon the Humanities.

Focus on children developing key skills.

Development of Enquiry-Based Learning and utilising the local environment.

Foster children's enquiring minds and thinking skills.

Pupil voice given to the learners to lead learning.

Development of Enquiry-Based Learning and utilising the local environment.

Successfully embedding the four core purposes and twelve pedagogical principles.

Children develop evaluative skills and participate discussions.

Humanities Area of Learning and Experience

Action Plan

Aims: To design a Humanities area of learning and experience that aligns with the four core purposes (Donaldson, 2015).

To develop a purposeful, meaningful and engaging Humanities area of learning and experience.

Key Development	Action(s) and success criteria	Resources/ Costing	Timescale	Outcome/Review/ Evaluate
1. Design the Humanities area of learning and experience.	Analyse current lesson plans and mid-term plans. Examine skills and knowledge being taught across both phases in order to develop a sequential and engaging curriculum based upon new Welsh curriculum (Donaldson, 2015). Seek pupils views (cross-sectional/representative sample) Examine new curriculum guidance	Primary research method (Questionnaires). Photocopying questionnaires	Initial examination prior to commencement of new curriculum. (Beginning of Autumn Term)	Plans will be reviewed in order to evaluate current practice and any links. Use of a reflective model to help reflect upon experiences (Lenses).

2. Developing four core purposes and twelve pedagogical principles.	Analyse new curriculum guidance. Embed four core purposes in a purposeful manner. (SKILLS APPENDIX??). Examine good practice.			The successful development of the four core purposes will aid in the full roll out of the new curriculum in 2022.
3. Fostering links with the wider community.	Utilise educational visit/ guest speakers. Using the local environment. Develop a humanities themed day to share work with parents. Children will showcase work.	Cost of educational visits. Risk assessments.	Throughout the academic year. Throughout the academic year During spring term, allowing ...	

4. Develop pupils' thinking skills and enquiry skills.	Developing resources that will allow children to develop their thinking skills. BP will create a bank of resources for staff to use to help develop children's thinking skills. More research to be undertaken on developing children's thinking skills.	Cost of photocopying resources.	Throughout appropriate teaching and learning experiences.	
5. Develop teacher confidence in delivering humanities teaching and learning experiences.	Staff to undertake CPD training. Contact local authority and consortium.	Cost of attending any CPD courses. Cost of supply cover for any staff attending courses.	Continually throughout the academic year.	Staff members attend training to build upon subject knowledge. Staff will feedback about the training during staff meetings.
6. Collaboration between areas of learning and experience leads.	Discuss the potential of cross-curricular learning.	Staff would potentially need to be provided with time out of class to collaborate.	Termly collaboration (time allocated by SLT).	Well organised cross-curricular opportunities.

7. Ensure consistent and effective teaching of the Humanities.	Termly pupil voice. Review of work in pupils' books.	Leadership time out of classroom-supply cover?	Termly review, carried out through book scrutiny and pupil voice.	Feedback provided during staff meeting.
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References

Donaldson, G. (2015) *Successful Futures*. Cardiff: Crown Copyright.