

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. Currently, as a school 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 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

Our Overarching Vision: To design and develop a Humanities 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 develop an exciting and engaging area of learning and experience, that is relevant and meaningful to all children.	To receive key stakeholders perspectives and ensure their perspectives are valued.
To develop children's thinking, questioning, and enquiry skills through teaching and learning experiences.	To develop children's cultural awareness and a sense of locality and national identity 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 upon how we aim 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 inspires and engages all learners.	Provide a broad and balanced curriculum. Provide history, geography and RE teaching and learning experiences through ‘Topic’ work. Children are invited to learn about people, places, time, and beliefs through thematic work.	Examine current practice and curriculum guidance in order to design a new Humanities curriculum. Children will engage in the Humanities rather than through solely thematic work.	Continue to implement and assess the new Humanities curriculum. Refine and review Humanities curriculum ready for full implementation.	New Curriculum, including the Humanities area of learning and experience, fully rolled out and implemented.

2. Children, parents and carers, and wider community all work together to improve engagement and outcomes.	Fostered strong links with local community church. Utilise many local businesses. These experiences engage children in a purposeful manner. Parents are made aware of children's outcomes and engagement during parents evening.	Continued and sustained use of wider community during Humanities teaching and learning experiences. More parental engagement encouraged. Humanities themed day whereby parents are invited to witness and engage in Humanities work with their children.	Regular links with wider community. Invite guest speakers to the school. Based upon previous experience, more parental engagement. Monitoring of children's engagement.	Continued and sustained engagement with wider community. Parental engagement to improve engagement and outcomes.
3. Develop four core purposes and twelve pedagogical principles (Donaldson, 2015).	Four core purposes are currently present in some teaching and learning experiences. Twelve pedagogical principles are already utilised within some lessons.	Assess curriculum guidance and teachers begin to integrate four core purposes and twelve pedagogical principles into planning. Reviewed by BP and Senior Leadership Team.	Clear links to four core purposes and twelve pedagogical principles into planning.	Four core purposes and twelve pedagogical principles (Donaldson, 2015) evident in all teaching and learning experiences.

4. Develop children's thinking, questioning and enquiry skills.	Children's thinking skills are being developed to a good extent. Children are encouraged to enquire and utilise questioning skills effectively.	BP to develop a bank of resources to be utilised during lessons to develop thinking, questioning and enquiry skills. Teachers encouraged to find resources to activate thinking, questioning and enquiry skills. Reviewed by BP termly.	Continue to develop children's thinking, questioning and enquiry skills effectively.	Children understand the expectation of developing their thinking, questioning and enquiry skills.
5. Develop teacher confidence in delivering humanities teaching and learning experiences.	Regular sharing of work and discussion on humanities teaching and learning experiences. CPD for most staff is evident but not in terms of the Humanities.	Staff undertake CPD opportunities. Review and reflect upon experiences. Staff to visit pioneer schools to witness good practice.	Staff invited to share gaps in knowledge and relevant CPD opportunities identified for staff.	Continuous CPD engagement for all members of staff.

6. Collaboration between areas of learning and experience leads.	Areas of learning and experience leads collaborate frequently at staff meetings. Staff are currently allocated managerial time out of class to develop their area of learning and experience.	Termly reviews and collaboration amongst area of learning and experience leads. Organise visit to local pioneer school to witness effective collaboration.	Continuous discussion and collaboration between area of learning and experience leads.	Sustained discussing and reviewing, amongst area of learning and experience leads to monitor closely the effectiveness off the school's redesigned curriculum.
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Timeline

A brief overview of the timeline developed for the development of the Humanities area of learning and experience.

Humanities Area of Learning and Experience- Timescale

	Summer Term 2020	Autumn Term 2020	Spring Term 2021	Summer Term 2021	Autumn Term 2021	Spring Term 2022	Summer Term 2022	Autumn Term 2022
Examine current practice								
Pupil voice								
Review and research curriculum guidance								
Develop proposal								
Proposal pitch to stakeholders (SLT and Governing Body)								
Proposal approval								
INSET Day								
Enrolment of newly designed area of learning and experience								
Collaboration with area of learning and experience leads								
Pupil voice								
Evaluation and review								
Parental engagement day								
Meeting with Governing Body								
Staff CPD opportunities								
Evaluation of progress								
Pupil voice								
Guest speaker booked for assembly								
Book scrutiny								
Implementation of evaluated and reviewed curriculum								
Review before October half-term								
Staff questionnaire								
Pupil voice								
Meeting with Governing Body								
Continued development of new curriculum								
Through evaluation of progress made with new curriculum								
Full implementation of new Humanities curriculum								

Review

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

Summer Term 2020	Autumn Term 2020	Spring Term 2021	Summer Term 2021
W/C- 29/06/2020: Evaluation of current practice. Observation of current mid-term and session plans. W/C- 29/06/2020: Pupil voice- children invited to share opinions on what they would interest them in the newly designed Humanities area of learning and experience. W/C-06/07/2020: Governing body invited to evaluate curriculum proposal.	Before Half Term- Review of initial enrolment of the newly designed Humanities area of learning and experience. Discussion with staff and pupil voice. Assessment for Learning used throughout teaching and learning experiences.	Staff invited to share opinions on the new area of learning and experience. W/C- 26/04/2021: Feedback from parents during parental engagement day. Meeting with governing body.	After Easter holidays- Book scrutiny, observation of session plans. Pupil voice- opinions from learners are sought. Discussion with staff. Before Half Term- Book scrutiny, observation of session plans. Evaluation of progress so far.
Autumn Term 2021	Spring Term 2022	Summer Term 2022	Autumn Term 2022
Before Half-Term- Review of progression. Methods used; book scrutiny, pupil voice.	Discussion with staff through questionnaire and feedback and pupil voice. Meeting with Governing Body before Easter holidays.	Thorough evaluation of the new Humanities area of learning and experience prior to full implementation.	Full implementation of the reviewed and evaluated curriculum. Continuous reviewing and evaluation.

Key Actions

To summarise, outlined below are our key priorities for the Humanities area of learning and experience.

Provide engaging teaching learning experiences based upon the Humanities area of learning and experience.

Focus on children developing key skills across the area of learning and experience.

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

Foster children's enquiring minds through utilising and activating their thinking, questioning and enquiry skills.

Pupil voice given to the learners to lead learning.

Commitment to the development of formative assessment.

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

Key Development	Action(s) and success criteria	Resources/ Costing	Timescale	Outcome/Review/Evaluate
1. Design an engaging, purposeful and meaningful Humanities area of learning and experience.	Analyse current lesson plans and mid-term plans. Examine skills and knowledge being developed across both key phases in order to develop a sequential and engaging spiral curriculum based upon the new Welsh curriculum (Donaldson, 2015). Seek opinions from all key stakeholders. INSET day, pupil voice and Governing Body meeting. Incorporate Curriculum Cymreig. Examine new curriculum guidance- BP to make available on school drive for all to access.	Primary research method to sought opinions (Questionnaires). Photocopying questionnaires. Leadership time outside of classroom?	Prior to Autumn Term 2020. Continuous evaluating and reviewing.	Plans will be reviewed in order to evaluate current practice and establish links.

2. Developing four core purposes and twelve pedagogical principles.	Staff should analyse new curriculum guidance. BP will make curriculum guidance readily available. Continue to purposefully integrate and embed the four core purposes and twelve pedagogical principles (Donaldson, 2015) into teaching and learning experiences. Examine good practice at a local pioneer school.	Curriculum guidance analysed during PPA time. Supply staff to cover staff members when visiting local pioneer school.	Ongoing.	The successful development of the four core purposes and twelve pedagogical principles will aid in the full roll out of the new curriculum in 2022. Witnessing good practice will help staff gain better understanding.
3. Fostering links with the wider community.	Utilise educational visits and guest speakers. Using people and businesses in the local community. Using the local environment- immediate and surrounding locality. Enquiry based learning approach. Develop a humanities themed day to share work with parents. Children will showcase their work and share learning activities with their families.	Cost of educational visits. Risk assessments for both school visits and guest speakers. Use of school hall for Humanities themed day.	Throughout the academic year. Humanities themed day will be during the spring term, allowing work to be developed.	Children will be enlightened and inspired by educational visit and guest speakers. Children will be encouraged to be inquisitive about their locality. More positive home-school links. Also opportunity for parents to feedback on their opinions.

4. Develop pupils' thinking skills and enquiry skills.	Developing resources that will allow children to develop their thinking, questioning and enquiry skills. BP will create a bank of resources for staff to use to help develop children's thinking skills. Staff will be invited to also share any resources. More research to be undertaken on developing children's thinking skills.	Cost of photocopying or printing resources.	Throughout the two years and during appropriate teaching and learning experiences.	Children will be encouraged to utilise their thinking, questioning and enquiry skills during Humanities teaching and learning experiences. Staff empowered to utilise resources that activate children's skills.
5. Develop teacher confidence in delivering humanities teaching and learning experiences.	Staff to undertake CPD training. SLT to audit staff knowledge/confidence. BP will identify suitable training courses. Contact local authority and consortium. Teachers to identify how they can meet the needs of all their children. creating and inclusive curriculum	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 thus resulting in more confidence to deliver Humanities. Staff will feedback about the training during staff meetings.

6. Collaboration between areas of learning and experience leads.	Discuss the potential opportunities of cross-curricular learning. Potential thematic approach. Advice provided to non-area of learning and experience leads during staff meetings. Ensure that adequate time is provided on the timetable for the teaching of the Humanities.	Staff would potentially need to be provided with time out of class to collaborate.	Termly collaboration (time allocated by SLT).	The outcome would be well organised cross-curricular opportunities and staff who feel prepared to plan cross-curricular opportunities. Harmonising and providing children with engaging and interesting teaching and learning experiences.
7. Ensure consistent and effective teaching of the Humanities.	Frequent pupil voice to share their experiences. Discussions with staff and governing body. Review of work in pupils' books. Examine pupils' Assessment for Learning comments. Preview of lesson plans and book scrutiny. Discussion with staff to ensure adequate time is being dedicated to the Humanities.	Leadership time out of classroom-supply cover? Computer data base to record findings. Allocated during staff meeting.	Ongoing throughout the two years.	Close monitoring and feedback for evaluation purposes. Feedback provided during staff meeting. Regular evaluation will result in effective teaching and learning experiences.

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Key Terminology

Aim= what we hope to achieve.

Objective = the actions we will take in order to achieve the aim.

References

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