



Dean Field Community Primary School Humanities Action Plan 2020-2021

Objectives (Intent)	Actions and Personnel (Implementation)	Resources	Milestone 1 December 2020	Milestone 2 April 2021	Milestone 3 July 2021	Monitoring and Evaluation (Impact)
<p>To ensure there is clear progression across the History curriculum.</p> <p>To ensure EYFS are embedded the foundation skills, especially regarding 'People and Communities' to support prior learning of the National Curriculum.</p> <p>Autumn Deep Dive</p>	<p>To ensure that class teachers are aware of the skills that have been previously taught in other year groups and what needs to be taught next through the Progression of skills document, especially because of COVID-19 lost learning.</p> <p>To ensure teachers produce a topic web for each History topic with NC objectives to ensure coverage.</p> <p>For teachers to plan out a clear medium term plan ensuring there is a clear sequence of learning in History.</p>	<p>Progression of Skills document and Target Tracker</p> <p>Topic webs</p> <p>Medium term plans</p> <p>Retention – must know quizzes/end of topic quizzes</p>	<p>Update progression of skills documents and TT GSA and shared with all staff – Autumn 1</p> <p>KF to meet with all staff to share the progression of skills documents in History.</p> <p>Work to be completed in Topic books or saved in the 'History' folder on class Seesaw accounts to allow for ease of access during monitoring.</p> <p>Deep Dive: Look at work in all year groups so far. Check that evidence of coverage is in line with topic webs and that this is reflected in Must Knows. Particular focus on use of new assessment format – how is this working for teachers?</p> <p>Medium Term Plans completed</p>	<p>Topic webs are being amended to show the National Curriculum objectives being covered each half term that relate to History.</p> <p>Learning Walk in regards to curriculum, invite parents to this too – include a workshop.</p> <p>Review of trips/culture capital – what more could be done for History?</p>	<p>Clear and accurate end of year assessment linked to progression of skills documents and TT updated ready for next year/handover.</p> <p>The next class teachers are aware of the skills they need to focus on in the coming academic year.</p>	<p>There is a clear sequence of learning in History topics in all year groups.</p> <p>Teachers can confidently discuss the sequence of learning in History for their year group.</p> <p>There is good coverage of the National Curriculum objectives related to History in all year groups.</p>
To ensure	To ensure that class	Progression of	Update progression of	Topic webs are being	Clear and accurate end	There is a clear

<p>there is clear progression across the Geography curriculum.</p> <p>To ensure EYFS are embedded the foundation skills, especially regarding 'The World' to support prior learning of the National Curriculum.</p> <p>Spring Deep Dive</p>	<p>teachers are aware of the skills that have been previously taught in other year groups and what needs to be taught next through the Progression of skills document, especially because of COVID-19 lost learning.</p> <p>To ensure teachers produce a topic web for each Geography topic with NC objectives to ensure coverage.</p> <p>For teachers to plan out a clear medium term plan ensuring there is a clear sequence of learning in Geography.</p>	<p>Skills document and Target Tracker</p> <p>Topic webs</p> <p>Medium term plans</p> <p>Retention – must know quizzes/end of topic quizzes</p>	<p>skills documents and TT GSA and shared with all staff – Autumn 1</p> <p>KF to meet with all staff to share the progression of skills documents in Geography.</p> <p>Work to be completed in Topic books or saved in the 'Geography' folder on class Seesaw accounts to allow for ease of access during monitoring.</p> <p>Deep Dive: Look at work in all year groups so far. Check that evidence of coverage is in line with topic webs and that this is reflected in Must Knows. Particular focus on use of new assessment format – how is this working for teachers?</p> <p>Medium Term Plans completed</p>	<p>amended to show the National Curriculum objectives being covered each half term that relate to Geography.</p> <p>Learning Walk in regards to curriculum, invite parents to this too – include a workshop.</p> <p>Review of trips/culture capital – what more could be done for Geography?</p>	<p>of year assessment linked to progression of skills documents and TT updated ready for next year/handover.</p> <p>The next class teachers are aware of the skills they need to focus on in the coming academic year.</p>	<p>sequence of learning in Geography topics in all year groups.</p> <p>Teachers can confidently discuss the sequence of learning in Geography for their year group.</p> <p>There is good coverage of the National Curriculum objectives related to Geography in all year groups.</p>
<p>To ensure that staff and pupils have a good understanding of what being a geographer and historian entails.</p>	<p>Teachers to ensure they tell pupils whether they are being Geographers or Historians at the beginning of each topic (this is then recapped at the start of each lesson) refer to the resources available – timeline, map, globe.</p>	<p>Timelines, displayed.</p> <p>Map and globe.</p> <p>Purple Mash introduced.</p> <p>Digimaps</p>	<p>Children to be aware of whether their topics relate to Geography/History.</p> <p>Children beginning to understand what it means to be a historian/geographer.</p> <p>History deep dive –</p>	<p>Children to be able to talk about Autumn topics in relation to History/Geography.</p> <p>Geography deep dive</p> <p>Pupil interviews</p> <p>A definition for History to</p>	<p>Children to be able to confidently talk about the topics they have covered this year in relation to History/Geography.</p> <p>Pupils able to talk confidently about what it means to be a historian/geographer.</p>	<p>The profile of History and Geography to have risen across school.</p> <p>Pupils to have a clear understanding of what Geography and History entail.</p>

	<p>Children understand what it means to be a geographer. Children understand what it means to be a historian.</p> <p>To develop a definition for both Geography and History that is referred to during each lesson.</p> <p>Audit – a map and a globe in each classroom</p>	<p>training organised.</p> <p>Map and globe for each classroom obtained.</p>	<p>arranged for Autumn term</p> <p>Pupil interviews</p>	<p>be introduced and referred to in each History lesson to ensure consistency across school.</p> <p>A definition for Geography to be introduced and referred to in each Geography lesson to ensure consistency across school.</p> <p>Geography deep dive – arranged for Spring term.</p>	<p>Pupils to be able to give a clear definition of both History and Geography.</p>	
<p>To ensure culture capital is supported in Geography and History to provide children with real and valuable experiences.</p>	<p>Trips to be organised each half term related to either History or Geography.</p> <p>Special visitors invited into school on a regular basis to inspire children with regards to History/Geography learning.</p> <p>Enrichment activities /lunchtime and after school clubs linked to History/Geography to be on offer to all pupils.</p>	<p>Where needed.</p>	<p>All year groups to have been on one trip related to History/Geography for this term.</p> <p>All year groups to have also had one special visitor or theme day in school related to either subject – Geography day in school to be arranged before the Summer term.</p>	<p>All year groups to have been on one trip related to History/Geography for this term. Classes to have also had one special visitor or theme day in school related to either subject.</p> <p>KF to look into https://www.eco-schools.org.uk/primary-pathway/seven-steps/ (Eco warriors/Green Flag/club)</p>	<p>Review all trips/visitors/theme days for the year. Discuss any alternatives needed and what the successes have been ahead of the next academic year.</p> <p>KF to start Eco Club for the Summer term, preparing to roll out in academic year 2021-2022.</p>	<p>Children have opportunities to deepen their knowledge of the History/Geography curriculum through educational visits/special visitors and theme days.</p> <p>Children are inspired and develop a love of learning in History/Geography.</p>
<p>To continue to develop pupils' understanding of chronology in History.</p>	<p>A timeline to be introduced each classroom from Year 1 to Year 6. The timeline will include the historical events studied in each year group and this will build</p>	<p>Timeline in each classroom</p>	<p>The timeline of events to be ordered and to be a consistent feature of each classroom from Year 1 to Year 6 – some timelines displayed in KS2. Timelines to be</p>	<p>Teachers refer to the timeline in lessons and children able to articulate their learning with regards to the timeline.</p> <p>Pupils develop a good</p>	<p>Teachers to refer to the timeline in lessons and children able to articulate their learning with regards to the timeline in their classroom. Review for</p>	<p>Children to develop a sense of chronology and to be able to discuss key historical events in relation to when they occurred.</p>

<p>Celebrate Black History Month – October 2020. To help the children understand and reflect upon achievement and contributions to social, political, economic and cultural development in the UK and the wider world. This shall also be integrated into other areas of history. The children need to be aware that it isn't something to just think about once each year.</p>	<p>each year.</p> <p>The timeline is referred to develop chronology.</p> <p>To ensure pupils are able to use the historical terms – BC, BCE, AD and CE.</p> <p>Introduce Black History Month at the beginning of October by conducting an assembly explaining what Black History Month is and why it is celebrated. One assembly for Lower School and one for Upper School. If this isn't possible, it is to be done in classes.</p> <p>Each class is to spend afternoons across the month studying an individual or individuals who have made a great contribution to British history and global history. Children to respond with different mediums in each year group.</p> <p>KF and teachers to identify how significant individuals may link with other topics across the year.</p> <p>Work to be displayed in school.</p>	<p>KF to plan out each year group's tasks with support of year group teachers to encourage progression.</p> <p>Assemblies to be led by KF.</p> <p>Art resources and writing mediums will be needed.</p>	<p>introduced into all classrooms in Spring 1.</p> <p>Each year group to carry out various activities across the month – this will be discussed with year groups nearer to the time to ensure progression and development as well as avoiding repeated learning.</p> <p>The children are to be able to explain why Black History Month is celebrated and that it isn't just to be thought about once each year. They should be able to detail key learning. Work to be displayed in school.</p>	<p>understanding of chronology.</p> <p>Pupils Y3 onwards are familiar with the terms BC, BCE, AD and CE and are able to use them confidently in History lessons.</p> <p>Learning should be recapped and revisited regularly as Black History is a part of all history.</p> <p>Children are to be able to make links and explain any relevant links within other areas studied.</p>	<p>the next academic year.</p> <p>Learning should be recapped and revisited regularly as Black History is a part of all history.</p> <p>Children are to be able to make links and explain any relevant links within other areas studied.</p>	
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<p>To ensure work is suitably differentiated with appropriate work for those children with SEND and extension tasks to challenge the more able.</p>	<p>Work in both History and Geography will be differentiated where appropriate to ensure that all children can work independently and make progress.</p> <p>There will be opportunities for cross curricular writing across the curriculum.</p> <p>Children are challenged through appropriate extension tasks.</p> <p>Pupils respond to feedback and marking, appropriate to their level.</p>	<p>Extension tasks</p> <p>Use of BSquared objectives to meet the specific needs of SEND children in line with IEPs/EHCPs. Children to be assessed against BSquared objectives rather than Must Knows where appropriate.</p> <p>Working at Depth Topic Questions.</p>	<p>Opportunities for cross curricular writing evident.</p> <p>SEND children are planned for and given work which matches their ability.</p> <p>Extension tasks are evident in topic books.</p> <p>Working at depth questions are finalised and given out to staff – linking to each of their topics.</p> <p>Through their marking teachers are providing next steps and challenging children's thinking through questioning.</p>	<p>Cross curricular writing evident.</p> <p>SEND children are planned for and given work which matches their ability.</p> <p>Extension tasks are evident in topic books.</p> <p>Working at depth questions are being used in classes.</p> <p>Teachers are providing next steps and challenging children's thinking through questioning in marking.</p>	<p>Opportunities for cross curricular writing evident.</p> <p>SEND children are planned for and given work which matches their ability.</p> <p>Extension tasks are evident in topic books.</p> <p>Working at depth questions are being used in classes.</p> <p>Through their marking teachers are providing next steps and challenging children's thinking through questioning.</p>	<p>All pupils are making good progress in History and Geography.</p> <p>Work is well matched to the children's different abilities.</p> <p>Children are able to work independently across the curriculum.</p>

Written by – Katie Fudge July 2020

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