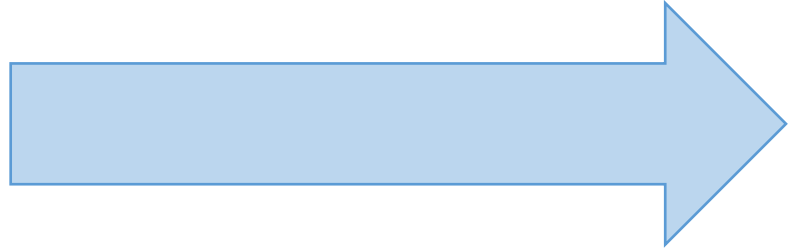


Curriculum for Wales	AoLE Focus	HUMANITIES			
	Our School Curriculum Vision	Within the Taff Bargoed Learning Partnership, our learners will be provided with learning experiences, through high quality teaching, that will enable them to develop and extend their interest in Humanities, as active global citizens. Through authentic contexts, and from their own experiences, learners will develop and apply their skills in order to achieve their potential; beginning with an appreciation of their own identity before exploring their relationship with the locality, Wales and the Wider World. Through developing their independence, learners will embrace and celebrate individuality in order to promote a sense of belonging; enabling them to appreciate the diversity of the world experienced in their everyday lives.			
	Progression Step	3			
Knowledge – ‘Learn ABOUT’		Experience – ‘Learn FROM’			
Within our Curriculum, a focus is given to Pupil interest in contributing to the learning that is taking place, in order to develop a child-centred approach. However there is a range of expected knowledge & experience that we aim to develop Pupils Skills through.		Pupils will be provided with an opportunity to experience:-			
<b>In Year 5, Pupils will learn about...</b> <ul style="list-style-type: none"><li>• The local community and environment, understanding the natural and man-made features that make where they live a diverse place worth celebrating. Pupils will also explore positive and negative aspects of the community.</li><li>• Wales and the wider world; investigating a wide range of issues and events that have led to key changes in Wales and the wider world.</li><li>• Global warming and climate change and the impact that this has on everyone. Pupils will explore the importance of sustainable living and will discuss environmental issues, both from home and globally.</li><li>• Rainforests and the unique eco-system that they create, including the impact of deforestation. Pupils are to explore views and opinions from all sides regarding deforestation, as well as actions to combat this.</li><li>• Natural disasters that have had an impact globally and closer to home, including the link to global warming as a cause of more frequent disasters.</li><li>• Africa &amp; Australasia; and the links to Wales that exist (e.g. Patagonia). Pupils to explore various beliefs and lifestyles of citizens within these global areas and compared to life in Wales.</li><li>• Various periods in history that interest them, and how these sit within a timeline of events. Key areas that will be looked at are to include;<ul style="list-style-type: none"><li>○ War and Wales (including WW2)</li><li>○ Stone age, Iron age, Celts</li></ul></li><li>• Changes to everyday life that have changed over time including;<ul style="list-style-type: none"><li>○ Space Exploration</li><li>○ Entertainment</li><li>○ Food &amp; Drink</li></ul></li><li>• Children’s rights and the importance of having a ‘voice &amp; choice’, recognising that not all children in the World have this, and understanding the impact that our decisions can make.</li></ul>		<b>In Year 6, Pupils will learn about...</b> <ul style="list-style-type: none"><li>• The local community and environment, understanding the natural and man-made features that make where they live a diverse place worth celebrating. Pupils will also explore positive and negative aspects of the community.</li><li>• Wales and the wider world; investigating a wide range of issues and events that have led to key changes in Wales and the wider world.</li><li>• Coal to countryside – exploring how areas within Wales have been re-generated into green space following the coal industry.</li><li>• Global warming and climate change and the impact that this has on everyone. Pupils will explore the importance of sustainable living and will discuss environmental issues, both from home and globally.</li><li>• Natural disasters that have had an impact globally and closer to home, including the link to global warming as a cause of more frequent disasters.</li><li>• Asia &amp; Americas; and the links to Wales that exist (e.g. Patagonia). Pupils to explore various beliefs and lifestyles of citizens within these global areas and compared to life in Wales.</li><li>• Various periods in history that interest them, and how these sit within a timeline of events. Key areas that will be looked at are to include;<ul style="list-style-type: none"><li>○ 80’s and beyond</li><li>○ Black history</li><li>○ War and Wales (including recent wars such as Falklands, Afghanistan, Ukraine)</li></ul></li><li>• Changes to everyday life that have changed over time including;<ul style="list-style-type: none"><li>○ Medicine &amp; Health</li><li>○ Technology</li><li>○ Energy</li></ul></li><li>• Children’s rights and the importance of having a ‘voice &amp; choice’, recognising that not all children in the World have this, and understanding the impact that our decisions can make.</li></ul>		<ul style="list-style-type: none"><li>• Researching what life is like for those in Wales as well as the wider world, including different history, culture and beliefs of those different to themselves</li><li>• Exploring Local and National issues and events, as well as global issues that affect the world on a greater scale.</li><li>• Taking part in activities that explore the changing demands of the environment and the issues around its damage and protection including the impact caused by Global Warming</li><li>• Exploring and investigating the history and geography that is around them, including within their locality and further afield.</li><li>• Use and explore a range of resources and artefacts to support humanity based concepts including maps and buildings, adults recalling their own past, and visual sources (including maps)</li><li>• Using and investigating artefacts, understanding the different ways that the past can be recorded.</li><li>• Explore timelines and sequences of events and how actions will often have consequences that can impact everyday life</li><li>• Explore different representations and interpretations of the past, e.g. different books/pictures/ICT sources about the same person or event.</li><li>• Trips and Visits to locations that provide contexts to their humanities work; including visitors that can share this information</li><li>• Carrying out fieldwork within the local community and, where appropriate, further afield.</li></ul>	

### SKILLS – ‘Learn To’

Through our Curriculum for **Humanities**, our pupils will develop as **Ambitious, Capable Learners**, **Healthy confident Individuals**, **Ethical, informed Citizens** & **Enterprising, Creative contributors**.

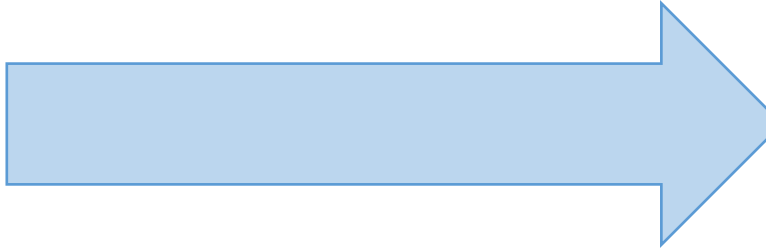
Enrichment and Experiences within this AoLE, at our School, will include opportunities for Pupils to;

What Matters Statement		Descriptions of Learning	What this looks like in YEAR 5:	What this looks like in YEAR 6:	On to YEAR 7
Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	Through opportunities to;	3.1 I can use my experiences, knowledge and beliefs to generate ideas and frame enquiries.	<ul style="list-style-type: none"> <li>Be able to use experiences, knowledge and beliefs to generate ideas and questions to investigate.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently use experiences, knowledge and beliefs to generate ideas and frame enquiries.</li> </ul>	
		3.2 I have actively engaged with a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and independently.	<ul style="list-style-type: none"> <li>Have an opportunity to engage with a range of stimuli, and have opportunities to participate in enquiries.</li> </ul>	<ul style="list-style-type: none"> <li>Have an opportunity to engage with a range of stimuli, and have opportunities to participate in enquiries, both collaboratively and independently.</li> </ul>	
		3.3 I can use appropriate methods to gather information related to my enquiries and I am able to interpret the information obtained in the context of the enquiry question.	<ul style="list-style-type: none"> <li>Begin to use appropriate methods to gather information related to their enquiries</li> </ul>	<ul style="list-style-type: none"> <li>Confidently use appropriate methods to gather information related to my enquiries</li> <li>Be able to interpret the information obtained in the context of the enquiry question.</li> </ul>	
		3.4 I can understand the difference between facts, opinions and beliefs, and consider how this may affect the importance and usefulness of evidence.	<ul style="list-style-type: none"> <li>Begin to understand the difference between facts, opinions and beliefs</li> <li>Start to consider how evidence can be affected by people’s opinions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between facts, opinions and beliefs and consider how this may affect the importance and usefulness of evidence.</li> </ul>	
		3.5 I can reflect on the strengths and weaknesses of the approaches I have taken to my enquiries.	<ul style="list-style-type: none"> <li>Begin to identify what has gone well for their enquiry and in simple terms suggest improvements for next time where things have not gone as planned.</li> </ul>	<ul style="list-style-type: none"> <li>Identify what has gone well for their enquiry and in simple terms suggest improvements for next time where things have not gone as planned.</li> </ul>	
		3.6 I can present my findings in a variety of ways, drawing conclusions and making judgements based on the evidence used.	<ul style="list-style-type: none"> <li>On presentation reflect on their findings and feedback on investigative approach used.</li> </ul>	<ul style="list-style-type: none"> <li>On presentation, reflect on their findings and feedback on investigative approach used, drawing on evidence.</li> </ul>	

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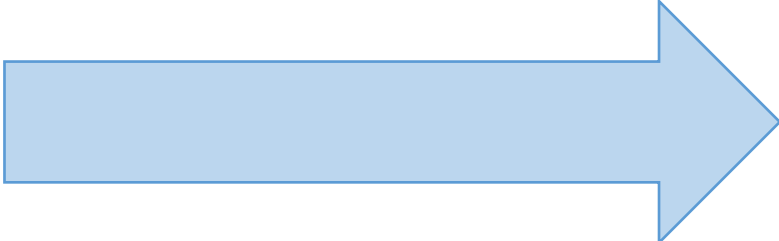
What Matters Statement		Descriptions of Learning	What this looks like in <b>YEAR 5</b> :	What this looks like in <b>YEAR 6</b> :	On to <b>YEAR 7</b>
Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Through opportunities to;	3.7 I can form, express and discuss my own opinions on a range of issues after considering evidence and the views of others.	<ul style="list-style-type: none"> <li>Discuss questions raised by their own experiences, the world around them or aspects of religion.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss their own and others responses to questions about life, the world around them and aspects of religion</li> </ul>	<div></div>
		3.8 I can infer and compare people's opinions, viewpoints and interpretations from sources and evidence.	<ul style="list-style-type: none"> <li>Begin to explain in simple terms, how their opinion and actions differ from those of others</li> <li>Begin to consider how a range of evidence can be used to justify choices.</li> </ul>	<ul style="list-style-type: none"> <li>Explain, in simple terms, how their feelings, actions and opinions affect their own lives and how those of others similarly affect their lives.</li> <li>Understand how a range of evidence can be used to justify choices.</li> </ul>	
		3.9 I can use evidence to explain how aspects of the past have been represented and interpreted in different ways.	<ul style="list-style-type: none"> <li>Investigate and respond to a range of sources and artefacts in order to understand how aspects of the past are recorded.</li> </ul>	<ul style="list-style-type: none"> <li>Use and respond to a range of sources and artefacts in order to understand how aspects of the past are recorded.</li> <li>Understand different ways that the past can be recorded, identifying reliable and unreliable sources.</li> </ul>	
		3.10 I can begin to understand that interpretations are influenced by identity, experiences, viewpoints and beliefs.	<ul style="list-style-type: none"> <li>Begin to understand that interpretations are influenced by identity, experiences, viewpoints and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that interpretations are influenced by identity, experiences, viewpoints and beliefs.</li> </ul>	

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What Matters Statement		Descriptions of Learning	What this looks like in <b>YEAR 5</b> :	What this looks like in <b>YEAR 6</b> :	On to <b>YEAR 7</b>
Our natural world is diverse and dynamic, influenced by processes and human actions.	Through opportunities to;	3.11 I can describe and give simple explanations about the impact of human actions on the natural world in the past and present.	<ul style="list-style-type: none"> <li>Understand how the decisions we make individually and collectively have and do affect the local and wider environment.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how the decisions we make individually and collectively have and do affect the local and wider environment.</li> </ul>	
		3.12 I can describe and give simple explanations about the impact that physical processes have had on people places and landscapes in the past and present.	<ul style="list-style-type: none"> <li>Describe, in simple terms, key events that have occurred in the past and present that have had an impact in my local and wider area.</li> <li>Begin to understand how events can impact on people as well as places.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate a wide range of issues and events that have led to key changes in Wales and the wider world.</li> <li>Understand how key events in the past have had an impact on modern day life.</li> </ul>	
		3.13 I can describe and give simple explanations on how and why some places, spaces, environments and landscapes are especially important to different people and for different reasons.	<ul style="list-style-type: none"> <li>Be aware that places, people and environments are linked and connected to other and give examples.</li> <li>Be able to offer opinions in response to wider local and global issues.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in philosophical debate about environmental issues, both at home and globally.</li> </ul>	
		3.14 I can locate and give simple explanations for the distinctive features of places, spaces and landforms in my locality and in Wales, as well as in the wider world.	<ul style="list-style-type: none"> <li>Recognise some geographical features on a map</li> <li>Use co-ordinates and grid references to locate features of a place.</li> </ul>	<ul style="list-style-type: none"> <li>Read a map recognising geographical features</li> <li>Refine map drawing skills.</li> </ul>	
		3.15 I can describe spatial patterns of places, environments and landforms in my locality and in Wales, as well as in the wider world.	<ul style="list-style-type: none"> <li>Identify similarities and differences in geographical and human features between Trelew and an alternative location outside of the UK</li> </ul>	<ul style="list-style-type: none"> <li>Apply acquired geographical skills and research skills to compare Trelew with an alternative location outside of the UK</li> </ul>	
		3.16 I can give simple descriptions of how places, spaces, environments and landforms have changed over time.	<ul style="list-style-type: none"> <li>To understand human and natural features of an environment.</li> </ul>	<ul style="list-style-type: none"> <li>To understand human and natural features of an environment, and how these have changed over time.</li> </ul>	
		3.17 I can give simple descriptions of the processes that lead to change in the natural world.	<ul style="list-style-type: none"> <li>Carry out investigations into topical events/issues leading to a change in the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out investigations into topical events/issues leading to a change in the natural world.</li> </ul>	

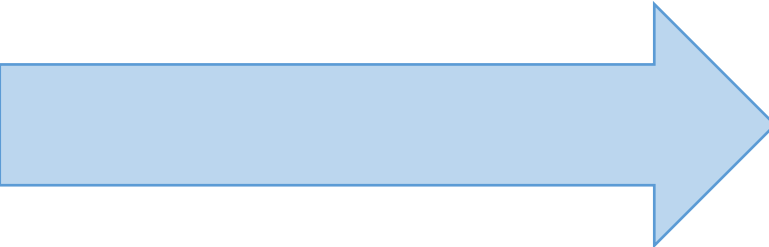


Within our Curriculum for **Humanities**, our pupils will develop as **Ambitious, Capable Learners, Healthy confident Individuals, Ethical, informed Citizens & Enterprising, Creative contributors**. Enrichment and Experiences within this AoLE, at our School, will include opportunities for;

What Matters Statement		Descriptions of Learning	What this looks like in <b>YEAR 5</b> :	What this looks like in <b>YEAR 6</b> :	On to <b>YEAR 7</b>
Human societies are complex and diverse, and shaped by human actions and beliefs	Through opportunities to;	3.18 I have an understanding that the past can be divided into periods of time. I also have an understanding that these periods have distinctive features and are different from one another, as well as different from the present.	<ul style="list-style-type: none"> <li>Begin to create a dated timeline (<i>linked to a topic/theme</i>)</li> <li>Know and use key words to measure and describe the passage of time (<i>e.g. BC/AD, centuries, decades</i>)</li> <li>Understand in greater detail the ways in which events in the past are represented and interpreted.</li> </ul>	<ul style="list-style-type: none"> <li>Create a dated timeline (<i>linked to a topic/theme</i>)</li> <li>Know and use key words to measure and describe the passage of time (<i>e.g. BC/AD, centuries, decades, eras and years</i>)</li> <li>Identify the ways in which events in the past are represented and interpreted</li> </ul>	
		3.19 I can describe and explain similarities and differences between people's lives both in the past and present.	<ul style="list-style-type: none"> <li>Describe in greater detail the differences between ways of life at different times (<i>e.g. houses, food, transport, rich and poor, clothes</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Describe a range of differences between ways of life at different times</li> </ul>	
		3.20 I can describe how some different characteristics of communities and societies have changed, within and across periods of time, in my locality and in Wales, as well as in the wider world.	<ul style="list-style-type: none"> <li>Know that key people caused significant events and begin to give reasons why.</li> <li>Use critical skills effectively to plan, select, record and organise information, including what sources to use.</li> </ul>	<ul style="list-style-type: none"> <li>Understand why people did things, what caused specific events and consequences of those events</li> <li>Use critical skills effectively to plan, select, record and organise information, including what sources to use.</li> </ul>	
		3.21 I can identify and explain the main causes and effects of events in a range of contexts, and I can recognise how these impact communities and societies.	<ul style="list-style-type: none"> <li>Identify significant changes associated with a key period of time and the impact these had on the locality/area/world</li> <li>Identify significant people and events across a period.</li> </ul>	<ul style="list-style-type: none"> <li>Identify significant changes and offer explanations</li> <li>Understand the consequences/outcomes from various events that have or are taking place within the community and society as a whole</li> </ul>	
		3.22 I can explore a range of ways in which identity is formed and some of the influences that impact upon diversity in society.	<ul style="list-style-type: none"> <li>Ask and answer relevant questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer relevant questions about the past</li> </ul>	
		3.23 I can describe and explain the ways in which my life is similar and different to others and I understand that not everyone shares the same experiences, beliefs and viewpoints.	<ul style="list-style-type: none"> <li>Understand that different people will give different opinions of the same event</li> </ul>	<ul style="list-style-type: none"> <li>Use historical knowledge already acquired to distinguish between fact and opinion. Explain reasons and offer opinions.</li> <li>Understand that different people will give different opinions of the same event. Explain probable reasons.</li> </ul>	

		3.24 I have an understanding of how factors in the past and present have shaped my communities.	<ul style="list-style-type: none"> <li>Begin to identify key events in the <i>past</i> that shaped communities at that time (<i>e.g. black history</i>)</li> <li>Understand how current affairs impact on daily life in our local area</li> </ul>	<ul style="list-style-type: none"> <li>Identify key events in the <i>past</i> that shaped communities at that time and what the positives/negatives were of these events</li> <li>Understand how current affairs impact on daily life in our local area</li> </ul>	
		3.25 I can understand and describe how my community is governed and how people are represented.	<ul style="list-style-type: none"> <li>Understand the role of 'Democracy' in society and how there are ways to impact on daily life.</li> <li>Begin to understand the role of the Senedd and the Wider UK Government in how we are governed and represented at a National level.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the role of 'Democracy' in society and how there are ways to impact on daily life.</li> <li>Understand the role of the Senedd and the Wider UK Government in how we are governed.</li> </ul>	
		3.26 I can describe the different ways that countries and societies, including Wales, have been governed in the past and present.	<ul style="list-style-type: none"> <li>Begin to understand that not all countries exercise good democracy and not all countries listen to its citizens.</li> <li>Understand key issues and opinions of past Governance in Wales, including an initial understanding of devolution</li> </ul>	<ul style="list-style-type: none"> <li>Understand that not all countries exercise good democracy and not all countries listen to its citizens.</li> <li>Understand key issues and opinions of past Governance in Wales, including an understanding of devolution</li> </ul>	
		3.27 I can describe some of the relationships, links and connections between a range of societies.	<ul style="list-style-type: none"> <li>Demonstrate a positive self-image and sense of belonging to a range of communities</li> <li>Describe and understand their Welsh identify.</li> <li>Begin to understand how local actions have global impacts.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand that Welsh identify and culture is diverse.</li> <li>Understand the value of diversity.</li> <li>Understand how local actions have global effects because of connections between places and people</li> </ul>	

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What Matters Statement		Descriptions of Learning	What this looks like in <b>YEAR 5</b> :	What this looks like in <b>YEAR 6</b> :	On to <b>YEAR 7</b>
Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.	Through opportunities to;	3.28 I have an understanding that injustice and inequality exist in societies. I also have an understanding of what human rights are and why they are important to me and other people.	<ul style="list-style-type: none"> <li>Understand the concepts of poverty and inequality</li> <li>Begin to develop a positive attitude on issues of poverty and fairness</li> </ul>	<ul style="list-style-type: none"> <li>Be aware that everyone has rights and that these are important in living a full and healthy life</li> <li>Understand how poverty and inequality can cause problems</li> <li>Demonstrate a positive attitude on issues of poverty and fairness.</li> </ul>	
		3.29 I can explain who is responsible for upholding rights in my locality and in Wales, as well as the wider world. I also have an understanding that some people are denied their rights.	<ul style="list-style-type: none"> <li>Begin to understand what is meant by 'democracy' and how this affects everyday life.</li> <li>Be able to identify key people who are responsible for upholding rights within Wales and the wider UK.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of democratic decision making.</li> <li>Know how to raise an issue, where rights are not being met.</li> </ul>	
		3.30 I can recognise that there is a difference between wants, needs and rights.	<ul style="list-style-type: none"> <li>Begin to understand that they have rights and entitlements regardless of their background or situation and can express their needs freely.</li> </ul>	<ul style="list-style-type: none"> <li>Understand their rights and the rights of others, regardless of their background or situation.</li> </ul>	
		3.31 I can understand that there are a range of factors that influence people's behaviour, actions and decisions.	<ul style="list-style-type: none"> <li>Appreciate that people hold different views/opinions from each other</li> <li>Begin to understand how some decisions are reached, using various sources.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate that people hold different views/opinions from each other</li> <li>Understand how important decisions are reached, using various sources.</li> </ul>	
		3.32 I can understand consequences of my actions and the actions of others, and how these affect local, national and global issues.	<ul style="list-style-type: none"> <li>Understand how the decisions we make affect the environment</li> <li>Begin to understand how local actions have global effects.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how the decisions we make individually and collectively affect the environment and wider world as a result.</li> </ul>	
		3.33 I can understand that there are a range of factors that influence my and other people's behaviour, actions and decisions, and that these include ethical and moral judgements and viewpoints.	<ul style="list-style-type: none"> <li>Understand that people make their own choices and respect others' choices</li> <li>Begin to understand that sometimes there is no right or wrong answer to a question</li> <li>Explore personal values</li> </ul>	<ul style="list-style-type: none"> <li>Understand that people make their own choices and respect others' choices</li> <li>Understand that cultural values and beliefs shape the way people live.</li> <li>Explore some simple ethical issues understanding that there is not always a 'yes' or 'no' answer</li> <li>Explore personal values</li> </ul>	

# Taff Bargoed Learning Partnership

## School Curriculum – Whole School Progression

		<p>3.34 I can understand the consequences of my actions and the actions of others, and how these affect my locality and Wales, as well as the wider world.</p>	<ul style="list-style-type: none"> <li>Begin to understand how local actions have global effects because of connections between places and people.</li> <li>Take responsibility for their own actions</li> </ul>	<ul style="list-style-type: none"> <li>Understand how local actions have global effects because of connections between places and people.</li> <li>Take responsibility for their own actions</li> </ul>	
		<p>3.35 I can participate in decision-making, and I can share opinions and evidence with decision-makers and elected representatives in my community</p>	<ul style="list-style-type: none"> <li>Know who their local MS and MP are and understand their role.</li> <li>Consider other roles which may require ‘elections’ e.g. School Senedd</li> </ul>	<ul style="list-style-type: none"> <li>Know who their local MS and MP are and understand their role.</li> <li>Actively engage in communication with key decision makers within the community regarding a specific topic.</li> </ul>	
		<p>3.36 I have planned and taken an active role in response to challenges and opportunities in my local community, or in Wales or the wider world, and I have done so individually or as part of a team.</p>	<ul style="list-style-type: none"> <li>Actively take part in actions that improve the community either individually or as a group</li> <li>Develop an awareness of what their environment has to offer them.</li> </ul>	<ul style="list-style-type: none"> <li>Actively take part in actions that improve the community either individually or as a group</li> <li>Develop an awareness of what their environment has to offer them.</li> </ul>	