

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	2		
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 that we aim to develop Pupils Skills through.				Pupils will be provided with an opportunity to experience:-
In Year 2, Pupils will learn about... <ul style="list-style-type: none"> Living in my community and the various facilities and features of the local areas, as well as how we look after our local environment. Wales and the world, exploring how Wales impacts on a global level, and what it means to be a citizen of Wales, and wider United Kingdom, and how lifestyles, cultures and climates differ for different countries around the world. Climate change and the effects that humans are having on the environment. Pupils will also learn about ways that we can help try to reverse the damage caused by global warming (including Reduce, reuse, recycle). Rainforests and the unique habitat that they provide. Pupils will also explore deforestation and how this is impacting on rainforests around the world. Maps – looking at maps of a local and a national level, understanding how maps can be used to coordinate directions from one place to another. Flags of the world and how these are used as a symbol of a countries identity. Key Historical events that have an impact in our everyday lives, including those that we still remember today (e.g. Remembrance day, Guy Fawkes) Life in the past – exploring food, toys, travel, homes and school in the past, as well as understanding timelines and sequences of events. Welsh castles and the reasons why these castles were built. Pupils to explore the unique nature of Castles to Wales and why Wales has so many My area in the past, exploring how areas of changed and been redeveloped over time, and what future changes may look like. Children’s rights and the importance of having a ‘voice & choice’, recognising that not all children in the World have this. 		In Year 3, Pupils will learn about... <ul style="list-style-type: none"> The local area, identifying positive and negative aspects of living in the area. Pupils will also explore changes to the area and diversity. Our world and the different cultures that are associated with it. Pupils will look at key differences between Wales and another country in the World exploring everyday life for citizens and how lifestyles and cultures differ. Wales and EU – exploring the links between Wales and countries within the EU, understanding how we work together with the EU in securing better quality of living. Climate change and how this is impacting on the lives of people and habitats around the world. Pupils will also explore how climate change can be avoided and actions we can take to live a more sustainable life. Natural disasters and changes, and the increasing impact that these have on communities. Pupils will focus on local natural disaster, past and present, including the Aberfan disaster. Maps and aerial imagery, and the use of these on a wider scale (also to include globes and flags). 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"> Prehistoric era Ancient Civilisations (Aztecs, Egyptians) Welsh Princes Children’s rights and the importance of having a ‘voice & choice’, recognising that not all children in the World have this. 		In Year 4, Pupils will learn about... <ul style="list-style-type: none"> Wales and links with the world, understanding what it means to be a citizen of Wales, but also recognising the nature of being part of a global community and those similarities and differences that join us. Life for Children in a contrasting part of the world, understanding that people have different cultures, lifestyles and views, and the impact of human activity in these countries. Weather and the impact that climate change has had on climates around the world. Global warming and Sustainable living and what actions we can take to live a more sustainable life. The contrasting habitat of Antarctica; exploring features of this global area. Natural disasters on a global level, looking at how increasing natural disasters impact on the daily lives of others. Their community, exploring diversity and the changes that have occurred in the past, present and future, identifying positive and negative aspects of living in their community. 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"> War and Wales (including Romans & Celts) Tudor Wales Black history Changes to everyday life that have changed over time including; <ul style="list-style-type: none"> Technology Travel Homes Children’s rights and the importance of having a ‘voice & choice’, recognising that not all children in the World have this.
				<ul style="list-style-type: none"> 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 Exploring Local and National issues and events, as well as global issues that affect the world on a greater scale. 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 Exploring and investigating the history and geography that is around them, including within their locality and further afield. 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 Explore timelines and sequences of events and how actions will often have consequences that can impact everyday life Explore different representations and interpretations of the past, e.g. <i>different books/pictures/ICT sources about the same person or event.</i> Trips and Visits to locations that provide contexts to their humanities work; including visitors that can share this information

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 2:	What this looks like in YEAR 3:	What this looks like in YEAR 4:
Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	Through opportunities to;	2.1 I have been curious and made suggestions for possible enquiries and have asked and responded to a range of questions during an enquiry.	<ul style="list-style-type: none"> Begin to develop simple questions, as a result of curiosity, in order to carry out an enquiry/research Be able to answer questions from an enquiry using simple information to back up answers. 	<ul style="list-style-type: none"> With increasing independence, develop simple questions, as a result of curiosity, in order to carry out an enquiry/research Be able to answer questions from an enquiry using information to back up answers. 	<ul style="list-style-type: none"> With growing independence, develop enquiry questions, as a result of curiosity, in order to carry out research With growing independence, use a range of information and data in order to answer enquiry questions.
		2.2 I have experienced a range of stimuli, and had opportunities to participate in enquiries both collaboratively and with growing independence.	<ul style="list-style-type: none"> Be provided with a range of stimuli to generate my curiosity Participate in simple group discussion about things I have seen and respond to simple questions 	<ul style="list-style-type: none"> Be provided with a range of stimuli to generate my curiosity Participate in group discussion about things I have seen and respond to simple questions Begin to develop independence when carrying out enquiries. 	<ul style="list-style-type: none"> Be provided with a range of stimuli and sources to generate my curiosity Participate in group discussion about things I have seen and respond to questions Show independence when carrying out enquiries.
		2.3 I can collect and record information and data from given sources. I can then sort and group my findings using different criteria.	<ul style="list-style-type: none"> Use critical skills to plan, record and present information in an investigation. Be provided with simple sources of information. 	<ul style="list-style-type: none"> Use skills to plan, select, record and organise information about various topics Be provided with a variety of sources of information 	<ul style="list-style-type: none"> Use skills to plan, select, record and organise information about various topics Be provided with a range of sources, including simple data and artefacts, in order to gain information
		2.4 I can recognise the difference between facts and beliefs.	<ul style="list-style-type: none"> Begin to understand that a ‘fact’ is something that can be proven with evidence Begin to understand that a ‘belief’ is something that people believe to be true, but cannot always be proven with evidence. Be respectful of other beliefs, even if they are different from our own. 	<ul style="list-style-type: none"> Understand that a ‘fact’ is something that can be proven with evidence Understand that a ‘belief’ is something that people believe to be true, but cannot always be proven with evidence. Be respectful of other beliefs, even if they are different from our own. 	<ul style="list-style-type: none"> Begin to understand that not all beliefs are ‘black and white’ and there can be some differences between certain aspects of a belief that cannot be proven. Begin to be aware of own beliefs. Be respectful of other beliefs, even if they are different from our own.
		2.5 I can present what I have discovered in a variety of ways and draw simple conclusions.	<ul style="list-style-type: none"> Present information in a range of ways, specific to the task, and at a level suited to stage of development. With support, begin to use information to make simple conclusions about a topic. 	<ul style="list-style-type: none"> Present information in a range of ways, specific to the task, and at a level suited to stage of development. Begin to use information to make simple conclusions about a topic. 	<ul style="list-style-type: none"> Present information in a range of ways, specific to the task, and at a level suited to stage of development. Be able to use information to make conclusions about a topic.

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 YEAR 2 :	What this looks like in YEAR 3 :	What this looks like in YEAR 4 :
Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Through opportunities to;	2.6 I can form and express opinions about something that is important to me, considering my own ideas, feelings and those of others.	<ul style="list-style-type: none"> Identify something that is important to them In response to various stimuli, I am able to form an opinion/feeling/idea about something. I am beginning to express my opinions 	<ul style="list-style-type: none"> Identify something that is important to them giving simple reasons why. In response to various stimuli, I am able to form an opinion/feeling/idea about something, giving a reason for my opinion I am beginning to express my opinions confidently 	<ul style="list-style-type: none"> Identify something that is important to them giving reasons why. In response to various stimuli, I am able to form an opinion/feeling/idea about something, giving a reason for my opinion, and respecting the opinions of others where different. I express my opinions confidently
		2.7 I can recognise and explain that my opinions and the opinions of others have value.	<ul style="list-style-type: none"> Listen to and respect the viewpoints and views of others, where different from own. 	<ul style="list-style-type: none"> Listen to and respect the viewpoints and views of others, where different from own. 	<ul style="list-style-type: none"> Listen to and respect the viewpoints and views of others, where different from own.
		2.8 I can recognise that opinions may change over time.	<ul style="list-style-type: none"> Begin to understand that our opinion about something can change over time. 	<ul style="list-style-type: none"> Understand that our opinion about something can change over time, giving simple examples. 	<ul style="list-style-type: none"> Understand that our opinion about something can change over time, giving simple reasons why they may have changed on a topic.
		2.9 I am beginning to recognise other people's feelings and viewpoints about familiar events or experiences.	<ul style="list-style-type: none"> Understand that somebody may have a different viewpoint or opinion about an event or experience that has taken place. Realise that different people tell the same story in different ways. Respect people's viewpoints opinions when they are different from own. 	<ul style="list-style-type: none"> Understand that somebody may have a different viewpoint or opinion about an event or experience that has taken place, and identify simply the reasons for this. Begin to understand that different people will give different opinions of the same event. Respect people's viewpoints opinions when they are different from own. 	<ul style="list-style-type: none"> Understand that somebody may have a different viewpoint or opinion about an event that has taken place, understanding why there is a difference Understand that different people will give different opinions of the same event. Respect people's viewpoints opinions when they are different from own.

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Our natural world is diverse and dynamic, influenced by processes and human actions.	Through opportunities to;	2.10 I can describe how people and the natural world may impact on each other.	<ul style="list-style-type: none"> Demonstrate/describe how to care for our local area/environment Become aware of environmental issues caused by human activity; <i>litter, vandalism, pollution etc.</i> Take part in activities that promote a positive impact on the natural world. 	<ul style="list-style-type: none"> Identify positive and negative aspects of our local environment Make suggestions on how we can improve our area to reverse human impact; e.g. <i>recycle, litter picks etc.</i> Be aware of the human impact on the global environment 	<ul style="list-style-type: none"> Identify positive and negative aspects of an alternative/contrasting location, exploring human impact on this area. Understand that as global citizens our actions can have far reaching impacts in other areas of the World.
		2.11 I can describe how places, spaces, environments and landscapes are important to different people and for different reasons.	<ul style="list-style-type: none"> Be aware that people from other countries have different lifestyles and will relate to their area in different ways – e.g. <i>for Muslims Mecca is a sacred place for their worship.</i> 	<ul style="list-style-type: none"> Be aware that people from other countries have different lifestyles and will relate to their area in different ways – e.g. <i>for Muslims Mecca is a sacred place for their worship.</i> Know that they belong to a global community 	<ul style="list-style-type: none"> Be aware that people from other countries have different lifestyles and will relate to their area in different ways – e.g. <i>for Muslims Mecca is a sacred place for their worship.</i> Further develop an awareness that there can be a financial reason for an area being important – e.g. <i>Tourism, oil, timber etc.</i> and that there can be controversial elements to this. Know that they belong to a global community
		2.12 I can recognise the distinct physical features of places, environments and landscapes in my locality and in Wales, as well as the wider world.	<ul style="list-style-type: none"> Know the main features of their locality/village identifying key features (both manmade and natural) Know that countries around the world have different weather and landscapes and to begin to give some examples of hot/cold countries. 	<ul style="list-style-type: none"> Recognise some geographical features on an aerial photograph/map Identify the geographical features of an area, highlighting the features that make them distinct 	<ul style="list-style-type: none"> Identify similarities and differences in geographical and human features between their local area and an alternative location within the wider world.
		2.13 I can describe how and where some places and environments are similar, and others are different.	<ul style="list-style-type: none"> Identify and describe the main features of an alternative location Make comparisons between their locality and another area within Wales; identifying similarities and differences. 	<ul style="list-style-type: none"> Identify similarities and differences between their own locality and an alternative country within the European Union. 	<ul style="list-style-type: none"> Identify similarities and differences in environmental features between their own locality and an alternative in the wider world. Identify positive and negative aspects of this comparative area.
		2.14 I can recognise the distinctive features of places, environments and landforms, and how these may change.	<ul style="list-style-type: none"> Plan and draw simple routes of their local area, or areas that are familiar to them, identifying key features Identify changes to their locality using various stimulus/sources – e.g. <i>photographs, buildings, housing developments</i> Explore natural changes to the environment in their locality 	<ul style="list-style-type: none"> Draw and label simple maps of their area using their own and geographical symbols, and simple key, to identify distinctive features in the area Explore natural changes to their own environment and other areas within Wales, over time. 	<ul style="list-style-type: none"> Draw and label a more detailed map of their area to include features and geographical symbols, with a degree of accuracy. Use co-ordinates to locate specific features of a locality. Explore natural changes to their own environment and wider areas of the World, over time.

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Human societies are complex and diverse, and shaped by human actions and beliefs	Through opportunities to;	2.15 I can sequence events and I am beginning to understand that the past can be divided into periods of time.	<ul style="list-style-type: none"> Understand time can be recorded in different ways e.g. <i>measure time with calendars/timetables, clocks and watches</i> Sequence a story or event in 4-5 parts Sequence a simple timeline of events Know that some stories are about past times. 	<ul style="list-style-type: none"> Be able to sequence events in a timeline Know words to measure and describe the passage of time – e.g. <i>BC/AD</i> Identify some of the ways in which events in the past are represented and interpreted. 	<ul style="list-style-type: none"> Sequence a dated timeline Know words to measure and describe the passage of time – e.g. <i>BC/AD, century, decades, years</i> Understand that periods of time are sometimes named after the person ruling or key events that took place at that time e.g. <i>the cold war, the great depression, The Tudors etc.</i>
		2.16 I can recognise similarities and differences between people's lives, both in the past and present.	<ul style="list-style-type: none"> Recount episodes from past events/stories Describe differences between ways of life at different times from given sources. 	<ul style="list-style-type: none"> Describe some differences between ways of life at different times. Use a range of sources to explore differences between life now and in the past. Identify some similarities between life now and in the past. 	<ul style="list-style-type: none"> Describe a number of differences between ways of life at different times. Identify similarities between life now and in the past
		2.17 I can identify aspects of life in my community that have changed over time.	<ul style="list-style-type: none"> Look at different representations and interpretations of the local Community and how it has changed over time. Begin to ask and answer questions about the past. 	<ul style="list-style-type: none"> Identify significant changes within the community using simple sources e.g. <i>photographs, walks of the area</i> Begin to distinguish between fact and opinion. 	<ul style="list-style-type: none"> Identify significant changes within the community using an increasing range of sources
		2.18 I have explored some causes and effects of events and changes in my community over time.	<ul style="list-style-type: none"> Look at simple cause and effects that have taken place in the community e.g. <i>regeneration of areas following the closure of coal mines</i> 	<ul style="list-style-type: none"> Identify significant people and events from the past that have resulted in changes to modern life. Ask and answer relevant questions about the past. 	<ul style="list-style-type: none"> Identify significant people and events from the past that have resulted in changes to modern life, including changes to the local community. Ask and answer relevant questions about the past.
		2.19 I can explore my identity and compare it with those of others, recognizing that society is made up of diverse groups, beliefs and viewpoints.	<ul style="list-style-type: none"> Begin to ask questions about their own experience, the world around them or aspects of specific beliefs Suggest simply why these aspects are important to some people Talk in simple terms about their own feelings, actions and opinions. 	<ul style="list-style-type: none"> Begin to discuss questions raised in regards to their own experiences, the world around them and other aspects of their beliefs. Describe their own feelings, actions and opinions and, in simple terms, comment on the viewpoints of others. 	<ul style="list-style-type: none"> Discuss questions raised in regards to their own experiences, the world around them and other aspects of their beliefs. Describe their own feelings, actions and opinions and, in simple terms, comment on the viewpoints of others.
		2.20 I have explored and am aware of diversity in communities	<ul style="list-style-type: none"> Begin to understand that within our communities there are differences between people who live there, making it a diverse place. Understand that everyone is different and this is a good thing for our communities. 	<ul style="list-style-type: none"> Understand that our community is a diverse place with people from different backgrounds and cultures Be able to recognise things that make us different from each other, and celebrate those things we have in common. 	<ul style="list-style-type: none"> Understand that our community is a diverse place with people from different backgrounds and cultures Be able to identify what makes our community 'diverse' and to identify and celebrate difference
		2.21 I am beginning to understand how my community is governed and why there are rules.	<ul style="list-style-type: none"> Understand that there are rules that are in place both inside and outside of school and that these rules are to keep us safe and healthy Be able to recall that the Welsh Government is responsible for making the rules for people in Wales. Take part in class elections to have their say in School. 	<ul style="list-style-type: none"> Begin to understand that it is important for people to be involved in making decisions about their lives, and that 'laws' are rules that affect everyone in Wales. Understand the basic elements of 'democracy' and voting. Take part in class elections to have their say in School. 	<ul style="list-style-type: none"> Identify that the 'Senedd' is where Welsh laws are made, which are the rules the govern everyone in Wales. Understand the role of the Member of Senedd for their area, and their role in governing their community. Take part in activities that support the democracy process e.g. <i>writing a letter to their local MS/Counsellor about an issue.</i>

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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;	2.22 I have an awareness of what is right and wrong and that my actions should reflect that.	<ul style="list-style-type: none"> Understand that all actions come with consequences Know when their actions or words have hurt another and make amends 	<ul style="list-style-type: none"> Understand that all actions come with consequences, sometimes negative, and that there is always a choice. Begin to appreciate that people differ in what they believe to be right or wrong. 	<ul style="list-style-type: none"> Reflect on whether choice makes a decision easier or more difficult
		2.23 I can understand that not everyone is treated fairly.	<ul style="list-style-type: none"> Demonstrate politeness and tolerance towards all others, understanding that not everyone is tolerant or treated fairly. 	<ul style="list-style-type: none"> Demonstrate politeness and tolerance towards all others, understanding that not everyone is tolerant or treated fairly. 	<ul style="list-style-type: none"> Understand and demonstrate politeness and tolerance towards all others. Begin to develop a positive attitude on issues of poverty and fairness.
		2.24 I am beginning to understand what human rights are and why they are important.	<ul style="list-style-type: none"> Understand that there is a difference between 'needs' and 'wants' Begin to understand that adults have to provide children with their 'needs' – known as Rights (<i>links to the UNCRC</i>) 	<ul style="list-style-type: none"> Begin to understand that they have rights and entitlements regardless of their background or situation and express their needs freely. Develop a continued understanding of the Rights of the child (UNCRC) 	<ul style="list-style-type: none"> Begin to understand that they have rights and entitlements regardless of their background or situation and express their needs freely. Begin to understand what is meant by disability.
		2.25 I can understand that we need to respect the rights of others.	<ul style="list-style-type: none"> Demonstrate respect for the needs of others Begin to understand why all special things must be treated with respect. Take responsibility for their own actions 	<ul style="list-style-type: none"> Demonstrate respect for the needs of others, respecting their rights as well as own 	<ul style="list-style-type: none"> Demonstrate respect for the needs of others, respecting their rights as well as own Begin to understand poverty and inequality, where rights are often not fully met
		2.26 I am beginning to appreciate and care for living things and my own environment.	<ul style="list-style-type: none"> Demonstrate care, respect and affection for other children and adults Demonstrate care and respect for their environment. Develop an interest in the world around them, including what their environment has to offer them. 	<ul style="list-style-type: none"> Develop an awareness of what their environment has to offer them. Begin to appreciate the natural world as a source of inspiration Begin to understand how what we do affects the environment. 	<ul style="list-style-type: none"> Develop an awareness of what their environment has to offer them. Begin to appreciate the natural world as a source of inspiration Begin to understand how what we do affects the environment.
		2.27 I can take care of resources and not waste them, and I am conscious of the importance of creating a sustainable future	<ul style="list-style-type: none"> Be aware that people have different 'special' things or people Develop an awareness that not all children are as privileged as they are. Understand and contribute to looking after the environment for future generations. 	<ul style="list-style-type: none"> Develop an awareness that not all children are as privileged as they are. Understand and contribute to looking after the environment for future generations. 	<ul style="list-style-type: none"> Develop an awareness that not all children are as privileged as they are. Understand and contribute to looking after the environment for future generations.
		2.28 I can recognise the importance of the different rules, roles and responsibilities within the various communities to which I belong.	<ul style="list-style-type: none"> Question what is important to themselves and others Understand class rules and begin to understand school rules Actively contribute to rules and roles within the classroom 	<ul style="list-style-type: none"> Have respect for class and school rules Be aware of society's rules Actively contribute to rules and roles within the classroom 	<ul style="list-style-type: none"> Have respect for class and school rules Be aware of society's rules Actively contribute to rules and roles within the classroom

		<p>2.29 I can contribute actively and constructively to my community.</p>	<ul style="list-style-type: none"> Take an active interest in aspects of school life. Develop a positive self-image and sense of belonging to a range of communities Begin to describe and understand their Welsh identity. 	<ul style="list-style-type: none"> Take an active interest in varied aspects of school life Develop a positive self-image and sense of belonging to a range of communities Begin to describe and understand their Welsh identity. 	<ul style="list-style-type: none"> Begin to demonstrate a positive self-image and sense of belonging to a range of communities. Develop a positive self-image and sense of belonging to a range of communities Begin to describe and understand their Welsh identity.
		<p>2.30 I can recognise that my actions and those of others impact upon communities and the environment.</p>	<ul style="list-style-type: none"> Understand we all have choices that have an impact on others Develop an awareness of the need to keep themselves safe. 	<ul style="list-style-type: none"> Understand that people have choices. Take responsibility for their own actions Understand how their actions can influence the area they live in 	<ul style="list-style-type: none"> Understand that people have choices. Take responsibility for their own actions Understand how their actions can influence the area they live in, including the wider environment.