

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	I			
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 Nursery Pupils will learn about... <ul style="list-style-type: none">Our school and the various areas of our school, including those people who help us.The use of simple maps and explore creative visual maps of the layout of the school. This will also include a basic understanding of direction.Me and my family and the various relationships we have, including how we change over time.Sustainability and the importance of looking after the environment, including some local issues.		In Reception Pupils will learn about ... <ul style="list-style-type: none">Our village and the features of our community including how the area has changed over time, and how the area might look in the future.Weather patterns and features associated to seasons including visible changes around us (e.g. leaves on the trees)Maps – exploring simple maps of our Village and creating various representations of the area through visual and modellingMe and my family and appreciate that everyone has different family arrangements.Welsh heritage and explore features that are unique to Wales including special days (e.g. Santes Dwynwen day, St David’s Day)Specific events in history that are still remembered today (e.g. Bonfire Night/Guy Fawkes)Sustainable living and how they can help to look after the environment through simple changes to our everyday lives.		In Year 1 Pupils will learn about... <ul style="list-style-type: none">Being a citizen of Wales and the wider United Kingdom including features that are unique and special living hereVarious maps of areas familiar to them, including looking at aerial images of places where they live and play.Different cultures in the world, including features such as Flags, and explore events that bring different nations together (e.g. sporting, charitable etc.)Sustainable living and how they can help to reduce the impact of Human on the environment. Pupils will also explore how to reverse some of the impact to the environment that Humans have had.History of travel including Space explorationWeather features and how climates can and are changing around the world. Pupils will explore what people in different cultures do to combat the impact of weather and climate on their lives.Welsh heritage and culture including key events and celebrations linked to living in WalesSpecific events in history that are still remembered today (e.g. Bonfire Night/Guy Fawkes)Me and my family exploring how humans grow, develop and change as they get older, and recognise that ‘family’ can mean something different for us all	<ul style="list-style-type: none">Explore the historical and geographical aspects of Wales, understanding what it means to be a citizen of Wales and the wider United KingdomVisiting places that demonstrate changes in the way people live both as a result of culture and period of timeInvestigating the geography and history of the local area they live in, including the roles of those who live and work within it.Exploring the environment and describe some of the dangers to it.Explore different representations and interpretations of the past.Use a range of resources and artefacts to enhance understanding of humanity based concepts including maps.Begin to answer questions about the past EG recalling past experiencesKnow & explain that some personal artefacts are from the past
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 NURSERY :	What this looks like in RECEPTION :	What this looks like in YEAR 1 :

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	I.1 I can, through play, explore, discover and begin to ask simple questions and offer possible answers based on previous experiences.	<ul style="list-style-type: none"> Respond to simple questions about previous experiences 	<ul style="list-style-type: none"> With increasing detail, respond to simple questions about previous experiences 	<ul style="list-style-type: none"> Respond to questions about previous experiences Begin to ask simple questions in order to explore previous experiences/events.
	I.2 I have experienced a range of stimuli that has enthused and inspired me to imagine and be curious about my locality and Wales, as well as the wider world.	<ul style="list-style-type: none"> Handle and explore artefacts/objects that promote curiosity and imagination, taken from the locality 	<ul style="list-style-type: none"> Handle and explore artefacts/objects that promote curiosity and imagination, including artefacts/objects from Wales 	<ul style="list-style-type: none"> Handle and explore artefacts/objects that promote curiosity and imagination, including artefacts/objects from Wales and the wider world
	I.3 I am beginning to communicate my observations in simple ways.	<ul style="list-style-type: none"> Begin to communicate observations simply and in a variety of ways, using words, signs or symbols 	<ul style="list-style-type: none"> Communicate and respond simply to observations from stories and events, past and present, through various forms/media. 	<ul style="list-style-type: none"> Communicate and respond to observations from stories and events, past and present, through various forms/media, with increasing detail. Begin to consider future events and communicate their observations.
	I.4 I am beginning to communicate my findings in simple ways.	<ul style="list-style-type: none"> Begin to communicate findings simply and in a variety of ways, through various mediums – painting, orally, role play, digital etc. 	<ul style="list-style-type: none"> Communicate and respond to findings from stories and events, past and present, through various forms/media. 	<ul style="list-style-type: none"> Communicate and respond to findings from stories and events, past and present, through various forms/media, with increasing detail.

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;

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Events and human experiences are complex, and are perceived, interpreted and represented in different ways.		1.5 I can form and express simple opinions about my likes and dislikes	<ul style="list-style-type: none"> Be provided with a wide range of stimuli to respond to – tastes, smells, sounds etc. and begin to express opinions/feelings simply through either a like or dislike to something. 	<ul style="list-style-type: none"> Be provided with a range of stimuli to respond to – tastes, smells etc. and express opinions/feelings through either a like or dislike to something giving a simple reason why. Begin to show an awareness of opinions of others, which may be different to their own. 	<ul style="list-style-type: none"> Be provided with a range of stimuli to respond to – and express their opinions/feelings giving a reason why they may or may not like something, at times linking to previous experiences. Develop respect for the opinions of others Recognise their feelings may be similar to or different from those of others.

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Our natural world is diverse and dynamic, influenced by processes and human actions.		1.6 I am beginning to recognize the effects that I have on the natural world.	<ul style="list-style-type: none"> • Demonstrate care for their classroom environment – including the outdoors. • Explore the outdoor natural world first hand – e.g. <i>exploring the school forest/wooded area</i> • Take part in role play/activities that demonstrate impact on the natural world – e.g. <i>look after habitats of animals they may find, exploring puddles and linking to flooding</i> 	<ul style="list-style-type: none"> • Demonstrate care and pride for their classroom environment & school • Begin to be aware of how they contribute to looking after their natural world • Begin to think about simple ways in which we positively and negatively make an impact on our natural world. • Begin to understand why it is important to recycle. 	<ul style="list-style-type: none"> • Demonstrate care for our school environment and local area • Show an awareness of how they contribute to their natural world, including through wider aspects such as; <ul style="list-style-type: none"> ○ <i>recycling and waste management</i> ○ <i>Pollution & loss of habitats</i> • Begin to think about ways in which we can positively and negatively make an impact on our natural world, and take part in activities to combat this.
		1.7 I can recognize why places are important to me.	<ul style="list-style-type: none"> • Recognise familiar places from photographs/objects • Begin to recognise that everyone has places that are special to them (e.g. <i>a house, a school, a garden</i>) • With support, describe a place that is special to them. 	<ul style="list-style-type: none"> • Understand that everyone has places that are special to them at a local level (e.g. <i>their bedroom in a house, their favourite place at a grandparent's house</i>) and understand simple reasons as to why they are important to them. • With increasing detail, describe a place that is special to them giving a simple reason why. 	<ul style="list-style-type: none"> • Appreciate that everyone has places that are special to them, possibly at a wider context (e.g. <i>a house, place of worship, holiday destination</i>), and understand reasons as to why they are important to them and others (e.g. <i>a church is important to a Christian as a place of prayer</i>). • With increasing detail, describe a location/place that is special to them, recognizing why a location/place is important to them.
		1.8 I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me.	<ul style="list-style-type: none"> • Begin to consider 'locations' that are familiar to them – e.g. <i>home setting, classroom setting</i> • Be able to talk simply about other places/destinations in the natural world they have been to which are outside of their usual locations – e.g. <i>holiday, beach, park etc.</i> • Explore the outdoors through a range of contexts at an age-appropriate level 	<ul style="list-style-type: none"> • Begin to describe 'locations' that are familiar to them (e.g. <i>home setting, classroom setting</i>) and begin to include basic features of those locations. • Be able to talk about other places/destinations they have been to which are in the natural world and may not be their usual locations – e.g. <i>holiday, beach, park etc. with increasing detail</i> • Explore the outdoors through a range of contexts at an age-appropriate level 	<ul style="list-style-type: none"> • Identify 'locations' that are familiar to them – e.g. <i>home setting, classroom setting</i> – and include increasingly detailed features associated with those locations. • Be able to talk about other places/destinations they have been to which are outside of their usual locations with increasing detail, including reasons for visiting – e.g. <i>I went to the beach as part of a holiday, I went to the park for exercise</i> • Explore the outdoors through a range of contexts at an age-appropriate level

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Human societies are complex and diverse, and shaped by human actions and beliefs		I.9 I am beginning to identify important events that have happened to me in the past.	<ul style="list-style-type: none"> Recognise themselves, familiar people, places and objects in pictures/stories (e.g. <i>children recognise themselves in a story about waiting for Christmas to come</i>). 	<ul style="list-style-type: none"> Remember significant events in the past and begin to anticipate events in the future, both from their own experience and in the wider world Begin to understand that we are all different and unique and have different experiences 	<ul style="list-style-type: none"> Talk about their own experiences, the world around them and aspects of life that have taken place in the past. Identify key events that are significant to them, or that have affected the world we live in. Understand that everyone will have different their experiences in the classroom and that we are all unique in our experiences
		I.10 I am beginning to understand that some events have happened in the past, other events are happening in the present and that more events will happen in the future.	<ul style="list-style-type: none"> Through play, begin to understand simple terms associated with time; before, now, next Know the difference between specific times:- e.g. <i>night and day</i> Understand and describe daily routines Sequence a simple story/event Realise some artefacts/objects/images are from the past. 	<ul style="list-style-type: none"> Further develop an understanding of terms associated with time; e.g. <i>past, present and future</i>, relating it to their own lives/experiences Use everyday terms about passing of time Begin to recognise the difference between old and young Begin to recognise that the past can be recorded in different ways 	<ul style="list-style-type: none"> With support, talk about events from their own lives and experiences that have happened in the past, are happening in the present, and may happen in the future Measure time with calendars/timetables etc. Sequence a story or event Begin to recognise that some artefacts/objects/sources are a 'picture of the past'
		I.11 I am beginning to understand that my actions and those of others have causes and effects	<ul style="list-style-type: none"> Begin to understand, in simple terms, that our actions can have an effect on others 	<ul style="list-style-type: none"> Understand, in simple terms, that our actions can have an effect on others and the world around us 	<ul style="list-style-type: none"> Understand, in simple terms, that our actions can have an effect on others and the world around us, giving some simple examples of this. Begin to understand how humanity has changed over time due to various causes and effects (e.g. <i>work houses and child labour</i>)
		I.12 I can show an awareness of who I am and that I am similar and different to others.	<ul style="list-style-type: none"> Understand that People change over time Begin to recognise family members in pictures Begin to be aware that everyone in class is different to them, but there are somethings that may be similar 	<ul style="list-style-type: none"> Describe changes to themselves over time Understand what a family is, and how family is different for everyone. Begin to understand that there are things that make us similar and different to each other Talk about their interests, talents and hobbies 	<ul style="list-style-type: none"> Understand how they and others around them have changed over time Begin to describe generations of their own family, and understand that family is different for everyone. Describe simple similarities and differences between themselves and others. Talk about their interests, talents and hobbies, recognising that others may be similar or different to them
		I.13 I am beginning to develop my awareness of similarities and differences between people.	<ul style="list-style-type: none"> Begin to be aware that everyone is unique Begin to understand the terms 'same' and 'different' when relating to others 	<ul style="list-style-type: none"> Begin to understand that there are things that make us similar and different to each other With support, identify things that are different/similar between groups/individuals. 	<ul style="list-style-type: none"> Describe simple similarities and differences between themselves and others

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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.		<p>I.14 I am beginning to understand that we need to respect others</p>	<ul style="list-style-type: none"> ● Begin to demonstrate care and affection for other children and adults, including those who are different from them. ● Begin to demonstrate care for their environment. ● Develop an awareness of the world around them, respecting the natural world. 	<ul style="list-style-type: none"> ● Begin to demonstrate care, respect and affection for other children and adults including those who are different from them. ● Begin to demonstrate care and respect for their environment. ● Develop an interest in the world around them 	<ul style="list-style-type: none"> ● Demonstrate care, respect and affection for other children and adults including those who are different from them. ● Demonstrate care and respect for their environment. ● Develop an interest in the world around them. ● Develop an awareness of what their environment has to offer them, and respect this as a result.
		<p>I.15 I am beginning to understand that my actions and those of others have consequences</p>	<ul style="list-style-type: none"> ● Begin to understand, in simple terms, that our actions can have an effect on others 	<ul style="list-style-type: none"> ● Understand, in simple terms, that our actions can have an effect on others and the world around us 	<ul style="list-style-type: none"> ● Understand, in simple terms, that our actions can have an effect on others and the world around us, giving some simple examples of this. ● Begin to understand that the wider actions of others can have an impact on us.