

Camelford Primary School Humanities Skills Progression

Humanities Pathway

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INTENT:

At Camelford Primary ARB, we believe that children should develop a love of geography by enjoying first hand experiences of their local area and through studying regional, national and global environments. They will develop an inquisitive nature and ask appropriate questions to further explore different environments and their human and physical features. They should recognise connections about how the world works, empathising with different cultures, appreciating diversity and alternative viewpoints. We aim to provide our children with the tools to take on an active role in engaging with and protecting this world that they grow up in. They will learn appropriate vocabulary and be encouraged to communicate their understanding effectively. Across our curriculum we provide our children with opportunities to apply their skills, leading their own learning through questioning, research, and in practical fieldwork.

At Camelford Primary ARB, we believe that before children can have a deep knowledge about other people and events in history, they must first understand their own history and what makes them who they are. It is crucial for pupils to build sense of self, to have preferences, build confidence in who they are and gain understanding about their family history. Pupils also need to have a rigid understanding of the concepts of passing time and build a sense of routine.

IMPLEMENTATION:

- . Consistent routines and daily schedules are used throughout the school day to embed the knowledge of passing time.
- . Family photos and videos are used to create meaningful interactive sessions, teaching our pupils about who they are and where they come from.
- . Practical activities and play set ups provide pupils with the opportunities to explore alternative places and events in history.
- . Field Trips and exploring our outside environment provide further opportunities to learn about the world around us in a real life context.

IMPACT:

We ensure the children:

- develop the knowledge of time in order to establish past, present and future events
- build and apply a repertoire of knowledge, understanding, skills and vocabulary in order to establish an understanding of different places and events
- understand how to care for our world, starting with our imitate environment, including; home and classroom.

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	Year 1			Year 2			Year 3			Year 4		
	Ourselves (12 weeks) Evolution of Man Science Focus	Our School (12 weeks) Our Community, Our World Geog Focus	Weather & Seasons (12 weeks) Environmen tal Warrior Science Focus	Toys (12 weeks) Invasion & Rebellion History focus	Spring & Growth (12 weeks) Environme ntal Warrior Science Focus	Creatures great & small (12 weeks) Evolution of Man Science Focus	Colour & Light (12 weeks) Environme ntal Warrior Science Focus	Communiti es & Cultures (12 weeks) Our Community , Our World Geog Focus	On the move (12 weeks) Evolution of Man Science Focus	Journeys (12 weeks) Transport & Railways- British Values History Focus	Houses & Homes (12 weeks) Invasion & Rebellion History Focus	Out & About (12 weeks) Transport & Railways- British Values History Focus
A R B	History: Me and my family S1&4 Me and my routines- people & families P4	Geography: Positions and locations P1, 2 & 5a School environment S1a & 2.1/9/10	Geography: Weather conditions P1b Weather S4b	History: Toys- old & news 1.3/4 Daily Routines- activities P1	Geography: Water sources 1.5 Water, water, everywhere	Geography: Natural environment - going to the countryside P3c, S4a	Geography: How can we reuse materials? 2.11	History: People who help us- past and present 1.2, 2.10,- 1.2 Daily routines- people P2	Geography: Maps, positons & locations P3a Changing our playground 1.7	Geography: Transport S3a, P4c Positions & locations in the community P4a	Geography: Buildings S3b Town & Country? 2.5	History: Holidays- past and present 2.3 Me and my routines- activities & places P3&5

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The following documents detail the Engagement Steps and Primary Steps statements and the progression of skills within each of the given topic areas. Each progression of skills document shows expectations for levels Engagement Steps 1-6 and Primary Steps 1-2+.

How should this be used to help plan learning opportunities?

Teachers must ensure that they use the progression of skills to guide their planning, teaching and assessment. They should inform their planning for each child inline with their level in each subject area. However, due to the fact that we have mixed classes at Camelford ARB, teachers must use their professional judgement.

How can this be used by subject leads and SLT?

Subject Leads and SLT should use the progression of skill statements and subject coverage documents to ensure the correct coverage is happening across the school, at the right times, that the areas being taught are relevant (as per the pathway) and that they are pitched to the right level ensuring challenge. The journey of a child in their time at Camelford ARB should be carefully monitored to ensure their learning is progressive and varied.

Engagement Steps 1-6

Cognition & Learning: Exploration Description

This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it.

Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments; for example, a different time of day, a different place or with different people.

Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.

Social, Emotional & Mental Health: Social Affection Description

Assessment of Social Affection measures the extent to which an individual uses the skills required in order to be able to get their needs met, co-operate with others and share understanding in their environment.

Sensory & Physical: Tactile Operation Description

Assessment of Tactile Sensory Operation measures the extent to which a pupil reacts to the sensation and perception of touch.

Primary Steps: 1-3

Science: Earth & Space Description

Assessment of Science Earth & Space measures the extent to which a pupil understands the world around them and how their daily life is effect by world changes.

Science: Evolution and Inheritance Description

Assessment of Science Evolution and Inheritance measures the extent to which a pupil understands where they and other humans and animals come from, survival features and our genetic history.

*beyond these assessment tools and statements, pupils in ARB would move on to YR1-YR6 statements for assessment found under the same categories on B2 Connecting Steps. We do not currently have pupils in our ARB working close to this level.