

All Saints RC Primary School



All Saints CPS

Humanities

Overview for whole school

Humanities covers enquiry-based learning, asking questions, being curious, seeking meaning, making judgements, exploring the natural world and how this is influenced by human actions; the study of society and the history of Wales to develop a sense of cynefin. Learners should experience this through concepts including chronology, change, continuity, diversity, cause and effect, interconnectedness, community, justice, enterprise, social action, responsibility, authority and governance. Learners should develop as self-aware citizens and understand the responsibility this entails in their local community and the wider world.

This could include: Historical projects, Geography-based activities, business studies, social studies etc.

Autumn	Explore concepts through a local context
Spring	Explore concepts through a national context
Summer	Explore concepts through a global context

WM 1 – Enquiry, exploration and investigation inspire curiosity about the world, it's past, present and future.

Term	Possible Concepts	PS1	PS2	PS3
Autumn	Explore through a local context	<p>I can, through play, explore discover and ask simple questions about the world based on my experiences.</p> <p>I have experienced a range of stimuli that have enthused and inspired me to imagine and be curious about my locality and Wales, as well as the wider world.</p>	<p>I have been curious and made suggestions for possible enquiries and have asked and responded to a range of questions during an enquiry.</p> <p>I have experienced a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and independently.</p>	<p>I can use my experiences, knowledge and beliefs to generate ideas and frame enquiries.</p> <p>I have actively engaged with a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and independently.</p>
Spring	Explore through a National context	<p>I am beginning to communicate my observations in simple ways.</p>	<p>I can collect and record information and data from given sources. I can then sort and group my findings using different criteria.</p> <p>I can recognise the difference between facts and beliefs.</p>	<p>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.</p> <p>I can reflect on the strengths and weaknesses of the approaches I have taken to my enquiries.</p>

Summer	Explore through a Global context	I am beginning to communicate my findings in simple ways.	I can present what I have discovered in a variety of ways and draw simple conclusions.	I can present my findings in a variety of ways, drawing conclusions and making judgements based on the evidence used.
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WM 2 – Events and human experiences are complex and are perceived, interpreted and represented in different ways.

Term	Possible Concepts	PS1	PS2	PS3
Autumn	Explore through a local context	I can form and express simple opinions about my likes and dislikes.	<p>I can form and express opinions about something that is important to me, considering my own ideas, feelings and those of others.</p> <p>I can recognise and explain that my opinions and the opinions of others have value.</p> <p>I can recognise that opinions may change over time.</p> <p>I am beginning to recognise other people's feelings and viewpoints about familiar events or experiences.</p>	<p>I can form, express and discuss my own opinions on a range of issues after considering evidence and the views of others.</p> <p>I can infer and compare people's opinions, viewpoints and interpretations from sources and evidence.</p>

Spring	Explore through a National context			I can use evidence to explain how aspects of the past have been represented and interpreted in different ways.
Summer	Explore through a Global context			I can begin to understand that interpretations are influenced by identity, experiences, viewpoints and beliefs.

WM 3 – Our natural world is diverse and dynamic, influenced by process and human actions (Geography)

Term	Possible Concepts	PS1	PS2	PS3
Autumn	Explore through a local context	<p>I can recognise why places are important to me.</p> <p>I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me.</p>	<p>I can describe how places, spaces, environments and landscapes are important to different people and for different reasons.</p> <p>I can recognise the distinct physical features of places, environments and landscapes in</p>	<p>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.</p> <p>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.</p>

			my locality and in Wales, as well as in the wider world.	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.
Spring	Explore through a National context	I can recognise why places are important to me.	<p>I can describe how places, spaces, environments and landscapes are important to different people and for different reasons.</p> <p>I can recognise the distinct physical features of places, environments and landscapes in my locality and in Wales, as well as in the wider world.</p> <p>I can describe how and where some places and environments are similar, and others are different.</p>	<p>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.</p> <p>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.</p> <p>I can describe spatial patterns of places, environments and landforms in my locality and in Wales, as well as in the wider world.</p>
Summer	Explore through a Global context	I am beginning to recognise the effects that I have on the natural world.	I can describe how people and the natural world may impact on each other.	I can describe and give simple explanations about the impact of human actions on the natural world in the past and present.

			<p>I can recognise the distinct physical features of places, environments and landscapes in my locality and in Wales, as well as in the wider world.</p> <p>I can describe how and where some places and environments are similar, and others are different.</p> <p>I can recognise the distinctive features of places, environments and landforms, and how these may change.</p>	<p>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.</p> <p>I can describe spatial patterns of places, environments and landforms in my locality and in Wales, as well as in the wider world.</p> <p>I can give simple descriptions of how places, spaces, environments and landforms have changed over time.</p> <p>I can give simple descriptions of the processes that lead to change in the natural world.</p>
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WM 4 – Human societies are complex and diverse, and shaped by human actions and beliefs (History)

Term	Possible Concepts	PS1	PS2	PS3
Autumn	Explore through a local context	<p>I am beginning to identify important events that have happened to me in the past.</p> <p>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.</p> <p>I can show an awareness of who I am and that I am similar and different to others.</p>	<p>I can sequence events and I am beginning to understand that the past can be divided into periods of time.</p> <p>I can recognise similarities and differences between people's lives, both in the past and present.</p> <p>I can explore my identity and compare it with those of others, recognising that society is made up of diverse groups, beliefs and viewpoints.</p> <p>I am beginning to understand how my community is governed and why there are rules.</p>	<p>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.</p> <p>I can describe and explain similarities and differences between people's lives both in the past and present.</p> <p>I can explore a range of ways in which identity is formed and some of the influences that impact upon diversity in society.</p> <p>I can understand and describe how my community is governed and how people are represented.</p>

Spring	Explore through a National context	I am beginning to understand that my actions and those of others have causes and effects.	<p>I can identify aspects of life in my community that have changed over time.</p> <p>I have explored some causes and effects of events and changes in my community over time.</p> <p>I am beginning to understand how my community is governed and why there are rules.</p>	<p>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.</p> <p>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.</p> <p>I have an understanding of how factors in the past and present have shaped my communities.</p> <p>I can understand and describe how my community is governed and how people are represented.</p> <p>I can describe the different ways that countries and societies, including Wales, have been governed in the past and present.</p>
	Explore through a Global context	I am beginning to develop my awareness of similarities and differences between people.	I have explored and am aware of diversity in communities.	I can describe how some different characteristics of communities and societies have changed, within and across periods of

				<p>time, in my locality and in Wales, as well as in the wider world.</p> <p>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.</p> <p>I can describe some of the relationships, links and connections between a range of societies.</p>
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WM 5 – Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action

Term	Possible Concepts	PS1	PS2	PS3
Autumn	Explore through a local context	<p>I am beginning to understand that we need to respect others.</p> <p>I am beginning to understand that my</p>	<p>I have an awareness of what is right and wrong and that my actions should reflect that.</p> <p>I can understand that not everyone is treated fairly.</p>	<p>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.</p>

		<p>actions and those of others have consequences.</p> <p>I can contribute actively and constructively to my community.</p>	<p>I am beginning to understand what human rights are and why they are important.</p> <p>I can understand that we need to respect the rights of others.</p> <p>I can recognise the importance of the different rules, roles and responsibilities within the various communities to which I belong.</p> <p>I can contribute actively and constructively to my community.</p>	<p>I can explain who is responsible for upholding rights in my locality and in Wales, as well as in the wider world. I also have an understanding that some people are denied their rights.</p> <p>I can recognise that there is a difference between wants, needs and rights.</p> <p>I can understand that there are a range of factors that influence my and other people's behaviours, actions and decisions, and that these include ethical and moral judgements and viewpoints.</p>
Spring	Explore through a National context	<p>I am beginning to understand that we need to respect others.</p> <p>I am beginning to understand that my actions and those of others have consequences.</p>	<p>I have an awareness of what is right and wrong and that my actions should reflect that.</p> <p>I can understand that not everyone is treated fairly.</p>	<p>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.</p> <p>I can explain who is responsible for upholding rights in my locality and in Wales, as well as in the wider world. I also have an</p>

			<p>I am beginning to understand what human rights are and why they are important.</p> <p>I can understand that we need to respect the rights of others.</p> <p>I can recognise that my actions and those of others impact upon communities and the environment.</p>	<p>understanding that some people are denied their rights.</p> <p>I can recognise that there is a difference between wants, needs and rights.</p> <p>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>
Summer	Explore through a Global context	<p>I am beginning to understand that we need to respect others.</p> <p>I am beginning to appreciate and care for living things and my own environment.</p> <p>I am beginning to understand that my actions and those of others have consequences.</p>	<p>I have an awareness of what is right and wrong and that my actions should reflect that.</p> <p>I can understand that not everyone is treated fairly.</p> <p>I am beginning to understand what human rights are and why they are important.</p> <p>I can understand that we need to respect the rights of others.</p>	<p>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.</p> <p>I can explain who is responsible for upholding rights in my locality and in Wales, as well as in the wider world. I also have an understanding that some people are denied their rights.</p> <p>I can recognise that there is a difference between wants, needs and rights.</p>

			<p>I am beginning to appreciate and care for living things and my own environment.</p> <p>I can take care of resources and not waste them, and I am conscious of the importance of creating a sustainable future.</p> <p>I can recognise that my actions and those of others impact upon communities and the environment.</p>	<p>I can understand that there are a range of factors that influence people's behaviour, actions and decisions.</p> <p>I can understand the consequences of my actions and the actions of others, and how these affect local, national and global issues.</p> <p>I can participate in decision-making, and I can share opinions and evidence with decision-makers and elected representatives in my community.</p> <p>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>
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Whole School Concept Map

Pwy wyt ti? <i>Autumn Term (Local)</i>	My Community <i>Spring Term (National)</i>	Our World <i>Summer Term (Global)</i>
Culture What defines our classroom culture?	Community Wales	Culture Compare our own to another country
Responsibility In our own life	Culture	Responsibility Looking after our world/citizenship

	What makes our community? Ebbw Vale	
Emotions Linked to art and story/multimedia	Responsibility Of those in our community/people who help us	Conflict Social studies In the natural world
Ambition	Change Ebbw Vale over time	Journeys Immigration Migration

Relationships with one another	Consequence Our impact on the community	Growth and Survival
Similarities and differences – being unique	Relationships Between ourselves and other in our community	Similarities and differences – with others in the world e.g. CAFOD unit (RE)