



Humanities Policy

Date	Review Date	Co-ordinator	Nominated Governor
October 2021	October 2024	Miss N. Kennett Supported by K. Cousins	Mr M Dixon

United Nations Convention on the Rights of the Child

At Llangewydd Junior School, we put the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school's planning, policies, practice and ethos. We are a Rights-Respecting School and teach about children's rights - modelling rights and respect in all our relationships: between teachers/adults and our learners.

The UNCRC underpins our school vision and aims. We encourage our children to:

- listen to others and respect their ideas.
- learn about their rights, respect the rights of others and to inform others of children's rights.

Introduction

This Humanities policy outlines the purpose and organisation of teaching and learning in the Humanities AoLE at Llangewydd Junior School. It is shaped by our commitment to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. We are committed to encouraging our learners to engage with the most important issues facing humanity, including sustainability and social change, and to help them develop the skills necessary to interpret and articulate the past and present.

In designing and continuously refining our provision in Humanities, we are committed to providing our learners with a broad and balanced curriculum that enables them to realise the Four Purposes, and equips them for ongoing learning, work and life. Our Humanities AoLE currently adheres to the statutory requirements of the National Curriculum as we simultaneously develop high-level curriculum design in preparation for implementation of the Curriculum for Wales 2022.

At Llangewydd Junior School, as lifelong learners, we believe that the teaching and learning of Humanities should be a positive and inspiring experience for us all with well-being and enjoyment at its core. The Humanities AoLE encompasses geography; history; religion; values and ethics; business studies and social studies. Humanities is central to learners becoming ethical, informed citizens of Wales and the World.

We understand that:

- investigation and exploration of the human experience in their own localities and elsewhere in Wales, as well as the wider world, can help learners discover their heritage and develop a sense of place and **cynefin**.
- the impact of their actions and those of others, and how such actions are influenced by interpretations of human rights, values, ethics, philosophies, religious and non-religious views.
- exploration will encourage learners to participate in different methods of enquiry.
- experiences will help learners appreciate the extent to which they are part of a wider international community, fostering a sense of belonging that can encourage them to contribute positively to their communities.

Our nurturing of children's progress in Humanities will ensure that we provide experiences, in and outside the classroom, to enable them to become ambitious, capable learners, ready to learn throughout their lives. We encourage our learners to engage with content with respect and to challenge a variety of world views. As well as developing learners' understanding about how to exercise their democratic rights, we help them to imagine possible futures and take social action. Such critical engagement with local, national and global challenges and opportunities past and present will help learners become enterprising, creative contributors, ready to play a full part in life and work. Through



Careful consideration of Humanities topics, we aim to provide our learners with a range of experiences that will help develop learners' resilience, build independence, and increase self-confidence and self-esteem. This will support the development of healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

At Llangewydd Junior School we ensure that we provide our learners with cross-curricular skills and the integral skills that underpin the four purposes of the curriculum. The teaching and learning of Humanities provides our learners with:

Cross-curricular skills

- Literacy
- Numeracy
- Digital Competence

Integral skills

- Creativity and innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising

Principles

We believe that the teaching and learning of Humanities across the curriculum at our school, framed by our four purposes, should be based on the following salient principles:

- Increasing breadth and depth of knowledge.
- Critical engagement with local, national and global challenges.
- Deepening understanding of the ideas and disciplines within Areas.
- Focused awareness of the lives of others, in their own social context, elsewhere in the world and different eras.
- Refinement and growing sophistication in the use and application of skills.
- Increased understanding of the defining features of the constituent disciplines (including history; geography; religion, values and ethics; business studies and social studies) and how these can be brought together to provide different lenses through which to view issues and address questions or problems.
- Making connections and transferring learning into new contexts.
- Make links within and between periods and places, identifying similarities and differences, changes and continuities, and use the understanding of concepts to identify connections between new and previous learning.
- Increasing effectiveness as a learner.
- Demonstrate greater ability to influence events by exercising informed and responsible citizenship.
- Asking increasingly sophisticated enquiry questions.
- Greater independence in finding suitable information, making informed predictions and hypotheses, and making judgments including about reliability and utility.



Aims

Our Humanities curriculum provision aims to support learning across the whole curriculum and to:

- encourage curiosity and questioning through enquiry.
- gather, justify, present, analyse and evaluate a range of evidence.
- facilitate enquiry, exploration and investigation that inspires curiosity about the world, its past, present and future.
- enable pupils to critically review events to form their own viewpoints.
- support a sense of place and belonging (**cynefin**) through exploration.
- encourage **cynefin** through emotional and spiritual connections.
- promote a sense of responsibility as both Welsh and World citizens.
- encourage learners to understand that human societies are complex and diverse, and shaped by human actions and beliefs.
- encourage learners to develop an appreciation of perceptions and interpretation of events and human experiences that are complex and represented in different ways.
- encourage learners to become informed, self-aware citizens who engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
- support learners in their understanding of the world, how it is diverse and dynamic and how it can be influenced by processes and human actions.
- enable our learners to develop an understanding of their rights and the rights of others.
- enable our learners to make sense of growing up in contemporary Wales and of issues that will be important into the future, including well-being, sustainable development and citizenship.

Curriculum Organisation – Humanities

(See Curriculum Policy)

The school's curriculum follows the statutory requirements of the National Curriculum which identifies three core subjects:

- English
- Mathematics
- Science

and eight foundation subjects:

- Welsh Second Language
- Information and Communication Technology (ICT)
- Design and Technology (DT)
- History
- Geography
- Art and Design
- Music
- Physical Education (PE)
- RE

Literacy, **Numeracy** and **Digital Competency** are central to the curriculum and are planned, taught, monitored and assessed through all areas of learning. We value the **Curriculum Cymreig** and our children are given opportunities



across the curriculum to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

The subjects within Humanities share many common themes, concepts and transferable skills, while also having their own discrete body of knowledge and skills. The content, concepts and skills outlined in Humanities are interconnected. The disciplines provide a variety of lenses through which to view the human experience.

We encourage a holistic approach to learning and nurture an understanding that highlights how:

- enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
- events and human experiences are complex, and are perceived, interpreted and represented in different ways.
- our natural world is diverse and dynamic, influenced by processes and human actions.
- human societies are complex and diverse, and shaped by human actions and beliefs.
- informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

At Llangewydd Junior School, Humanities topics are taught through cross-curricular, topic-based learning that blends the NC subjects. Our thematic approach is shaped by the four purposes, responsive to Pupil Voice and informed by pedagogical principles. Through 'Pupil Voice' exercises, teachers plan with the children aspects of a topic that they would like to explore and this evolves during the course of a topic. This approach invests the children with ownership of their learning, making it more engaging and purposeful for them. Each half term, topics with a specific AoLE bias are chosen and a balance between the AoLEs is achieved throughout the academic year.

Autumn Term	Humanities Topic (History bias)
Spring Term 1	Science and Technology driven topic
Spring Term 2	Health and Well-being driven topic
Summer Term 1	Expressive Arts driven topic
Summer Term 2	Humanities Topic (Geography bias)
Language, Literacy and Communication (English and Welsh Second Language) is taught throughout all our topics.	

Each topic is launched with a 'Super Start' - immersion activities or experiences to engage the children's interest and enthusiasm for their anticipated learning. Similarly, each topic culminates with a 'Fabulous Finish' event to celebrate or showcase the learning that has taken place with parents, governors and other stakeholders.

Humanities with a *History bias* is typically covered in the Autumn Term. Within this topic, learners are encouraged to develop an awareness of the characteristics of different periods in the past. They study key events and people from these periods in their locality, Wales and the wider world. Our learners are helped to understand chronology, to use a range of historical sources and to interpret the past. During their time at our school, learners will study history topics such as the Romans, the Tudors, the Victorians, World War Two, as well as local history.

Humanities with a *Geographical bias* is typically covered in the second half of the Summer Term. Learners are given opportunities to further their awareness of people, places and environments in Wales and in the wider world. In the context of topics such as Home Sweet Home (Our Locality), China, India and Africa, they are taught to use geographical enquiry and skills to study the local area of Bridgend, contrasting localities such as Porthcawl, and localities in less economically developed countries. During their time at Llangewydd, our learners will also investigate themes such as environmental change and geographical issues such as recycling, renewable energy, climate change and sustainable development.

Religion is linked to thematic, cross-curricular topics where appropriate, however, discrete lessons are taught at relevant times throughout the year e.g. festivals, Easter, Christmas. Humanities with a *Religion bias* are typically



taught alongside the geographical themed topics as well as throughout each term in accordance with the agreed syllabus for RE. Learners are given opportunities to explore how Christians and members of other religions express their faith through worship, celebration and daily life. They learn about key stories, events, people and sacred books from Christianity and other faiths. Our learners are encouraged to express their own opinions and feelings with sensitivity and tolerance. During their time at Llangewydd, the children will study religious topics such as Christianity, Buddhism, Hinduism, Islam and Judaism.

Where appropriate, aspects of History/ Geography/ Religion and other Humanities subjects are developed through other topics. At Llangewydd Junior School we strive for a blended aspect and seamless interaction with other AoLEs to ensure skills are transferrable and flow throughout the curriculum.

As our preparations for Curriculum for Wales 2022 progress, we are currently in a period of transition where our teaching staff are encouraged to explore new ideas and approaches through a collaborative process in order to inform planning for the future.

We implement a fluid, flexible timetable structure where sequential lessons build cumulatively and activities may be sustained over a series of lessons in order to secure quality outcomes (See Appendix 1). Example of topic planning map (See Appendix 2).

Values

At Llangewydd Junior School our Humanities curriculum aims to create opportunities to teach and promote core values to encourage and support the moral, spiritual, social and cultural wellbeing of every child.

We are a 'Values School' and focus on specific values throughout the school year, for example, belonging, respect, independence and love. The children will focus on twenty-four values throughout their time at school (see Appendix 5). A new value is set each half term and is presented to learners in either whole school or class assemblies. Each value is then reinforced with a badge displayed in each classroom, informs class and school life and is celebrated at the end of each half term.

Our school values are greatly linked to our learners having a sense of responsibility for themselves and developing a good character. They inspire them to be responsible citizens and positive learners with integrity. Each value assembly focuses on examples and stories to support these messages. The assemblies encourage the children to 'step into the shoes' of another and consider the impact of their actions. *Values Calendar* (See Appendix 5).

Our values are not confined to assemblies and are omnipresent throughout our curriculum. We achieve this by seamlessly linking our values, aims and principles to each Area of Learning. We endeavour to teach our school values throughout the curriculum and allow the messages behind each value to inform planning. We integrate all of our school values into the curriculum, and opportunities are taken to instil messages from them into each topic. Examples of this in current topics include:

- Developing our understanding of the value of Curiosity through the topic 'Minibeasts' (Year 3).
- Developing our understanding of the value of Community through the topic 'Belonging' (Year 4).
- Developing our understanding of the value of Kindness through the topic 'Wonder' (Year 5).
- Developing our understanding of the value of Aspiration through the topic 'Enterprise' (Year 6).



Education for Sustainable Development and Global Citizenship (ESDGC)

ESDGC is an ethos that is embedded throughout our school by attitude, a value system and a way of life. ESDGC links the environment and the people who live in, and from, it. It looks at the world and the ways in which all living things relate to each other. It recognises that the world is unjust and unequal, but that it can be shaped and changed by the attitudes, values and behaviour of the people who populate it.

Our Humanities curriculum provides opportunities for teachers and learners to:

- consider global issues
- make links between what is personal, local, national and global
- engage in culturally-diverse experiences
- critically evaluate their own values and attitudes
- develop skills that will enable them to challenge injustice, prejudice and discrimination

At Llangewydd Junior School we have adopted a whole school approach to ESDGC ensuring that it is embedded across the curriculum and infused throughout the life of the school. Our learners and teachers are encouraged to work across the curriculum using a range of methodologies based on planning, developing and reflecting to explore ideas and make sense of the world. Developing thinking, communication, ICT and number skills as well as skills of co-operation and collaboration will help learners to become active global citizens, willing to engage with issues and take action to bring about change.

The themes within the ESDGC, as identified by UNESCO as part of the Decade of Education for Sustainable Development are as follows:

- Consumption and waste
- Choices and Decisions
- Climate Change
- Wealth and poverty
- Identity and culture
- Health
- The natural environment

Our Humanities curriculum recognises that these are not a series of discrete topics and we have tailored our curriculum to allow learners to study a range of issues, through the AoLE's to further relate themes to the key concepts.

Rights Respecting School

At Llangewydd Junior School the staff, governors, parents and pupils strive to create an education setting which enables our pupils to grow in wisdom, understanding and mutual respect. Throughout our Humanities curriculum, we foster the Rights of the Child and recognise the fundamental role our curriculum plays in realising the rights in the Convention for all children.

As a Rights Respecting School, our pathway to a successful future is grounded in the United Nations Convention on the Rights of the Child (UNCRC).

This sets out the rights of children in 54 Articles. These basic rights encompass survival, protection, development and participation.



The UNCRC is underpinned by 4 principles:

1. Non-discrimination
2. Commitment to the best interest of the child
3. The right to life, survival and development
4. Respect for the views of the child

Rights are universal and cannot be taken away.

- The main responsibility for ensuring that all children enjoy their rights lies with the adults.
- All rights are equally important.

By promoting the values of respect, dignity and non-discrimination, children's self-esteem and wellbeing is boosted and they are less likely to suffer from stress. A child who understands their rights understands how they and others should be treated and their sense of self-worth is strengthened.

Rights Respecting Values underpin Leadership and Management:

- Development as a Rights Respecting School is an integral part of strategic planning.
- All decisions are taken in the best interests of children.
- As school policies are reviewed, links with the values and principles of the UNCRC are made explicit.
- Recruitment and induction practices reflect our rights respecting ethos.
- Training takes place for all staff to ensure that knowledge and understanding remains relevant.

Within our Humanities Curriculum we support and encourage our learners to understand what their rights are and compare these to what life was/is like for others living in the past and present and in local and wider communities. For example:

- Article 9 (separation from parents) Children must not be separated from their parents against their will unless it is in their best interests – link to *Evacuation Year 6 WW2 topic*.
- Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights – link to *Victorian schools/ child workers Year 5 Victorian Topic*.
- Article 22 (refugee children) If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention – *link to Year 4 Belonging Topic*.
- Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. – link to *Local Church/ Christianity Year 3 Home Sweet Home*.

The Whole School Community Learns about the UNCRC:

- Every year group learns about the UNCRC, and view different areas of learning from a rights perspective.
- Some displays are linked to the UNCRC.
- Each class has a Rights Respecting Ambassador who is responsible for listening to the needs of their class and helping to ensure that children's rights are followed. The Rights Respecting Ambassador is responsible for accessing the Rights Respecting Google Classroom and for feeding back to their class.



- Parents, Governors and the wider community are included in our work as a Rights Respecting School.
- The Article of the Week is discussed through weekly class or school assemblies.
- Posters made by the children featuring children's rights are displayed around the school.

The School has a Rights Respecting Ethos:

- All members of the community model rights respecting values.
- The environment is safe - physically and emotionally.
- Conflicts are resolved using restorative approaches where children are empowered to seek solutions to problems.

Children are empowered to become active citizens and learners:

- Pupils' opinions and thoughts are sought, encouraged and respected in all aspects of the school's work.
- Pupil Leadership is an integral part of the school's approach. Children are given opportunities to lead aspects of school life through a range of groups including the Pupil Voice forums and Rights Ambassadors working party.
- Llangewydd Junior School's Eco Code 'Green today to save tomorrow; it's the only way' encourages pupils to identify themselves as Global Citizens and to be given opportunities to develop their knowledge and awareness of how they can have a positive impact on the world, now and in the future.

Outdoor Learning

Our Humanities curriculum recognises the importance of providing learners with a variety of learning experiences including those taught in the outdoor environment. Experiencing the wonder of the natural world can contribute to learners' spiritual development and well-being, and can help to cultivate in them a sense of place and sense of belonging, as embodied in the Welsh word **cynefin**. We encourage learners to view the outdoors as an extended classroom that provides many more experiences and opportunities for learning. Outdoor learning takes place in our outdoor classroom or 'Eco House', in our woodland areas, on our school playgrounds and elsewhere in our extensive school grounds. Opportunities are planned throughout our curriculum to use outdoor settings to develop our learners' knowledge, skills, attitudes and behaviour and to promote the personal, social and academic benefits of engaging with the outdoor environment. We also provide our learners with the opportunity to spend time in our 'Faith Garden' during playtimes and lunchtimes.

Our Humanities curriculum encourages the use of 'Outdoor Learning' to allow our learners to:

- experience and reflect on the wonder of the natural world
- engage with a variety of landscapes, historical and geographical features, environments and places
- learn in local natural spaces and historical sites
- conduct enquires and fieldwork both independently and collaboratively, in partnership with organisations, groups and individuals when appropriate.

Examples of how the outdoors may be used to support the Humanities curriculum include:

- use of natural materials to make Celtic houses (*Year 3*)
- role play of historical events such as Roman Invasion/ Victorian Schools/ WW2 Evacuation. (*Year 3/ Year 5/ Year 6*)
- exploring the environment/ habitats (*Year 3 – Minibeasts*)



- use of natural materials to create music/ art work in expressive arts topics linked to Africa/ China/ India. *(Year 4/Year 5/ Year 6)*
- litter picking to promote recycling, sustainability and care for the environment. *(Year 6)*
- scavenger hunts linked to themes/ topics *(All year groups)*
- using the schools outdoor timeline to organise Historical events in chronological order *(All year groups)*

Educational Visits

Where possible, educational visits are planned to support our Humanities curriculum and enable learners to:

- increase the breadth and depth of knowledge
- deepen understanding of the ideas and disciplines within Areas
- make connections and transfer learning into new contexts
- increase effectiveness as a learner

Our Humanities curriculum has fostered many strong links with places of worship, historical sites in the local/wider area, museums (e.g. to look at artefacts), places with specific geographical features (e.g. river valley to investigate the course of a river and coastal locations to investigate coastal features). Learners are encouraged to carry out field work and to gather information for historical enquiries/ those of an environmental nature.

Visits we undertake include visits to:

- cultural and heritage sites – Caerleon Roman Fort (*Romans topic*), Gwili railway role play visit (*WW2 topic*) Rhondda Heritage Park *Welsh Mining Experience* (*Victorians topic*), Llancaiach Fawr Tudor Manor House (*Tudors topic*).
- libraries, archives and museums e.g. Bridgend Library, Cardiff Museum,
- places of political, religious or spiritual significance e.g. St. Illtyd's Church, Cardiff Mosque, The Senedd, The Urdd
- businesses and places of work e.g. Porthcawl Lifeboat station, Sony.
- virtual venues that have a particular potential to provide stimulating contexts for learning
- Mountain/river/coastal locations –e.g. *River Ogmore, Porthcawl beachfront*

Religious Education

Religious Education enables learners to investigate and reflect on some of the most fundamental questions asked by people. At Llangewydd Junior School our Humanities curriculum enables learners to develop sound knowledge, not only of Christianity but also of other world religions, especially those that are the main faiths of learners within our school. We provide learners with experiences and opportunities to reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding.

Throughout our Humanities curriculum we have a responsibility to ensure we provide learners with the opportunity to:

- develop an understanding of the discipline and its value
- provide rich contexts for learners to be curious, to explore ultimate questions, and to search for an understanding of the human condition, as well as providing opportunities for learners to reflect, and to experience awe and wonder, in a range of meaningful real-world contexts



- develop rich contexts for engaging with concepts of belief, faith, truth, purpose, meaning, knowledge, sources of authority, self, origin, life, death and ultimate reality which enables learners to develop an understanding of personal and institutional worldviews about the nature of life and the world around them.
- develop rich contexts for exploring the concepts of identity, belonging, relationships, community, cynefin, diversity, pluralism and interconnectedness which can enable learners to gain a sense of self and develop spirituality.
- explore the concepts of equality, sustainability, tolerance, freedom, prejudice, discrimination, extremism, good and evil which can give learners an insight into the challenges and opportunities that face societies
- reflect the concepts and contexts of religiosity, practice, ritual, tradition, worship, sacredness, symbolism and celebration to develop learners' understanding of lived religion and belief
- provide rich contexts for exploring the concepts of ethics, morality, justice, responsibilities, authority, humanity, rights, values and social action
- develop an understanding of lived religion and belief through the exploration of the key concepts.

Our Humanities curriculum meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all learners. The ERA allows parents/carers to withdraw their child from religious education classes if they so wish, although this should only be done once parents/ carers have given written notice to the school governors.

Our Humanities curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our teaching and learning styles in humanities enable learners to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop religious thinking. We organise visits to local places of worship (*please refer to the Educational visits section*) and invite representatives of local religious groups to come in to talk to learners, for example Pastor Orchard who comes in to deliver whole school assemblies once every fortnight.

Collective Worship

All pupils are expected to take part in daily collective worship. Pupils in the Sunshine and Rainbow classes will take part, dependent upon the nature of the provision and their specific needs/anxieties. The worship is mainly of a broadly Christian character but it is not distinctive of a particular Christian denomination. The school has a programme of collective worship involving some whole-school assemblies, class assemblies and celebration assemblies. Parents have the right to withdraw pupils from acts of collective worship. They should inform the Headteacher in writing if they wish to do so.

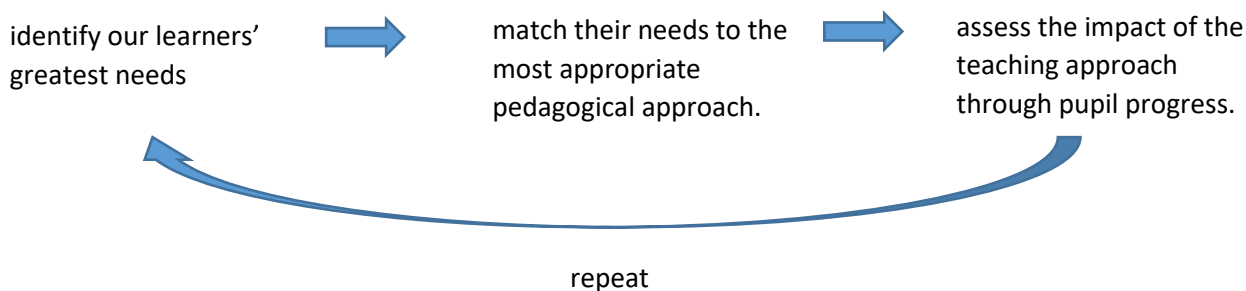
Political Education

The promotion of partisan political views in the teaching of any subjects is forbidden by law. Some simple political issues may be encountered as part of the National Curriculum. Study of historical events may often include some reference to political influences. These are always presented in a balanced manner.

Teaching Approaches

(See Teaching and Learning Policy)

In shaping our Humanities curriculum, we do not place an emphasis on any particular teaching approach, understanding that decisions about teaching and learning are very context and purpose specific, and are best taken by our teachers themselves. Teaching and classroom support staff use different teaching styles such as direct instruction, inquiry-based learning and collaborative learning to suit the ability and learning styles of our learners in a wide variety of teaching and learning contexts in English and Welsh Second Language. We:



Within our Humanities provision, our teaching approaches are informed by pedagogical principles that we view as having integrity depending on the learners and their specific contexts. These include:

- creating authentic contexts for learning.
- encouraging learners to take responsibility for their own learning.
- supporting social and emotional development and positive relationships.
- encouraging collaboration.
- promoting sustained pupil effort to reach high but achievable targets.
- employing a broad repertoire of teaching approaches.
- promoting problem solving, creative and critical thinking.
- building on previous knowledge and experience to engage interest.
- focusing on the four purposes.
- using Assessment for Learning to accelerate progress.
- making connections within and across Areas of Learning and Experience.
- reinforcing cross-curricular responsibilities in literacy, numeracy and digital competence.

It may be appropriate to implement the teaching and learning of Humanities as:

- a whole class – whole class teaching and learning is differentiated appropriately.
- in groups
- with individual learners.

Classroom support staff are used effectively throughout the school to provide additional support for groups and individuals, helping to support specific learning difficulties, weaknesses or barriers to learning as well as challenging and extending more able learners.

At our school, a balance and variety of approaches to teaching Humanities are used. We recognise the relationship between questioning, **cynefin**, review and response, and our teaching promotes interaction between these so that a balanced Humanities provision is achieved. Our learners are given opportunities to apply and develop in their skills in questioning, **cynefin**, review and response, across the curriculum.



Pupil Voice and how it co-constructs our Humanities curriculum

Our curriculum is co-constructed and shaped by Pupil Voice processes. Our Pupil Voice Committees have been created to allow all our learners to have a voice that is heard and acted upon. Children from all our classes are represented in our Pupil Voice Committees and have responsibility for discussing and making decisions about different aspects of school life including those that impact on topics outlined in our Humanities curriculum. Our eight Pupil Voice Committees are:

Pupil Voice Committee

(consisting of the Head/Deputy Head Boy and Girl and a representative from each of the Pupil Voice committees below. These give feedback about the outcomes of the other committees. This committee has overarching responsibilities.)

Teaching and Learning Committee	Criw Cymraeg	Digital Leaders
Playground Wellbeing Committee	Outdoor Sports Committee	
Eco Committee	Rights Ambassadors	

Before every Humanities topic, through designated 'Pupil Voice' time, teachers plan with the children aspects of a topic that they would like to explore and this evolves during the course of a topic. This approach invests the children with ownership of their learning, making it more engaging and purposeful for them.

We encourage our children to take responsibility for their own learning in Humanities subjects and to assume ownership of the learning process as much as possible through:

- fully engaging in enquiries and developing questions to frame enquiries within humanities topics.
- recognising and drawing upon trusted resources and stimuli for humanities knowledge development.
- regularly reviewing and reflecting upon findings from enquiry to form possible responses and actions.
- using own experiences, knowledge and beliefs to generate ideas and support enquiries.
- reflecting on enquiries from Humanities to develop a sense of **cynefin**, a sense of self and a sense of belonging.
- developing an awareness of own rights and responsibilities to develop a sense of responsibility and identity as Welsh and World citizens.

Planning

Planning is carried out in three phases (long-term, medium-term and short-term). As our preparations for Curriculum for Wales 2022 progress, we are currently in a period of transition where our teaching staff are encouraged to explore new ideas and approaches through a collaborative process in order to inform planning for the future. Our current planning processes are as follows:

- **Medium-Term Planning.**

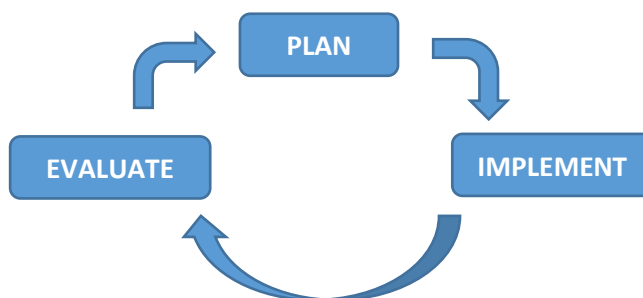
Prior to each half term, year group teams meet with the Assistant Headteacher, collaborating on medium term topic plans that are driven by Pupil Voice. Each half term, medium term planning with a specific AoLE bias is undertaken although an emphasis is placed on blending AoLEs (only when links have integrity) within the context of topics. Our medium-term planning ensures an appropriate balance of learning across the AoLEs is achieved throughout the academic year.

- **Long-Term Planning.**

Once a year's cycle of medium term planning has been completed and mapped in terms of Curriculum for Wales 2022 coverage and progression of skills, AoLE teams will develop long-term plans that map out opportunities for developing learners' skills/covering curriculum content within their respective AoLEs in each year group throughout the school. It is anticipated that these long term plans will provide an overview of coverage and progression in learning as opposed to being detailed Schemes of Work and that they will be adapted regularly to acknowledge a fluidity in medium term topic plans resulting from a responsiveness to Pupil Voice and real life local, national and global events.

- **Short-Term Planning.**

Teachers plan and organise their teaching within the agreed medium- term topic plans on a weekly basis. Weekly, short term plans are completed by individual teachers (or collaboratively in year group teams). These plans are specific to individual classes and are always informed by an evaluation of pupil progress in learning. Teachers determine particular activities and the nature of those activities to support and challenge the specific needs of the pupils in their classes within the context of themes jointly shared by classes. Teaching plans are refined and adapted on a day-to-day basis according to teachers' evaluations of pupils' learning within their classes:



The level of detail in teachers' short term planning varies according to the preferences of individual teachers although all lesson plans include (See Appendix 1):

- The learning objective or **WALT** (We are learning to...)
- An outline of lesson structure – Starter, Main Activity, Plenary.
- Notes about **Differentiation** for different groups of learners and/or individual learners.
- Bullet points about key teaching points – 'how' learners will achieve quality work/outcomes – **Quality Work** (our 'Q').



Assessment and Feedback in Humanities

(See Assessment and Feedback Policy)

Formative Assessment - Assessment for Learning

At Llangewydd Junior School, we recognise the status of Assessment for Learning as an integral and omnipresent part of our teaching and learning in Humanities. We are committed to providing high-quality feedback that comes from good formative assessment – assessment for the purpose of informing the next steps in teaching and learning by identifying whether our children are progressing as intended. We aim to secure effective formative assessment in Humanities at our school through:

- Questioning
- Feedback
- Self-and Peer Assessment
- Formative use of summative assessments.

(Appendix 4 – Pupil Entitlement – Assessment for Learning)

Summative Assessment – Assessment of Learning

Our school uses summative assessments as an important part of our overall assessment arrangements but recognises the limitations of these in covering the full range of desired learning.

Feedback

(See Assessment and Feedback Policy)

Llangewydd Junior School is committed to providing effective feedback to our learners in Humanities. By giving focused and timely feedback to our learners through marking and reviewing work, we activate a constructive, formative dialogue with a view to ensuring that all our learners make as much progress as possible. Our feedback focuses on children's successes and areas for improvement in relation to our learning objectives and 'Q' criteria. It promotes a self-evaluative culture within our school, helping our children to become reflective learners and to close the gap between their current and aspirational performance.

Feedback Strategies

We give feedback to our children in a number of ways during the teaching and learning of Humanities topics at Llangewydd. Teachers will choose the most appropriate feedback strategy for specific learning contexts and pieces of work. We aim to give prompt feedback, acknowledging that children make the greatest progress in their learning when they have immediate feedback to their work and have the opportunity to respond in the same lesson or as soon as is reasonably practicable. We do this through:

- **Teachers' well considered, real time interventions.**
- **'Light Touch' marking of work.**
- **In-depth, Quality Feedback and Feed-forward Marking**
- **Self- and Peer- Assessment** (See Assessment and Feedback Policy)



Our Expectations for Marking in Humanities.

(See Assessment and Feedback Policy)

- Our 'Marking Code' is followed in all cases (See Appendix 3).
- All learners' work including homework/blended learning and any work assessed by the learners themselves is to be at least 'light' marked by a teacher or support staff. No work should be unmarked.
- First drafts should be marked in-depth.
- All pieces of writing in our blue 'Writing across the Curriculum' books are marked using our 'Two Stars and a Next Step' feedback format.
- There should be regular evidence of in-depth, quality Feedback and Feed-forward marking.
- An appropriate amount of time is allocated for learners to respond to teacher comments and Feed-forward tasks.
- Teachers or classroom support staff will indicate whether work has been completed with support and the nature of that support e.g. *'Small group with teacher support'*.
- Spelling, grammar, punctuation and handwriting will be given attention appropriate to the stage of development of individual learners and strategies used to support their development. They are not marked in every piece of writing because we acknowledge that children cannot focus on too many things at one point in time. Periodically, as work develops and when work is completed, however, our learners are encouraged to proof-read their writing to consider such aspects before editing it accordingly. When responding to spelling, no more than 5 spelling corrections for a piece of work will be given.

Our Teaching and Learning Environment

At Llangewydd, we perpetually strive to improve our teaching and learning environments, believing that a carefully planned environment sets the climate for effective teaching and learning. In recent years, we have created zones both within and adjoining our classrooms to promote independent use of resources and high-quality work by the children. Our classrooms are organised to enhance and facilitate effective teaching and learning in Humanities. They have:

- A well-stocked Library with attractive class library books that link directly to topics taught throughout Humanities topics. Learners should have access to a selection of literature from a range of cultures and societies, in the past and present, through their locality, Wales and the World.
- Displays that support and challenge learners e.g. through use of questions and prompts that encourage them to interact with display content.
- Enhanced and continuous provision opportunities available to encourage learners to implement skills and to carry out further inquiry.
- IT resources – iPads, Lenovo tablets, access to Chromebooks, voice recorders, e-books.
- Interactive whiteboards, computers for Humanities topic-based websites, appropriate software/ apps.
- Photographs, maps, original documents, charts and artefacts.
- Values badge to be visible and interchangeable to support each theme per term.
- Rights Respecting School posters, a list of UNCRC rights to encourage learners to recognise their own and other's rights.
- Eco posters above light switches to remind learners of the importance of how our carbon footprint affects the planet, paper recycling bins to encourage recycling as part of our ongoing commitment to sustainability.



Our classroom displays reflect the topics being studied by the children. We believe that our learners are entitled to learn in an inclusive classroom/learning environment where everyone's quality work is celebrated in attractive displays.

Our classroom displays:

- support and challenge the children in their learning e.g. through use of questions and prompts that encourage them to interact with display content.
- place an emphasis on bilingualism.
- include a 'Working Wall' that reflects current learning
- a Pupil Voice display to show how the children are making decisions that shape our teaching and learning of Humanities.

Differentiation

All learners have equal access to our Humanities curriculum. It is differentiated appropriately so that all learners are challenged and supported in their learning in order to achieve maximum educational and personal benefit. Our methods of differentiation include differentiation:

- by task.
- by grouping.
- by resource.
- by support.
- by outcome.
- by questioning.
- by assessment and feedback.
- by teaching style.

Homework / Blended Learning

We 'blend' face to face Humanities teaching and learning that takes place at our school with tasks and activities that the children are asked to complete at home – online, offline or a combination of both. Homework tasks and activities are designed to pre-teach, consolidate, reinforce or extend skills and understanding in Humanities topics being studied in class as well as Language, Literacy and Communication and Numeracy. Some of the homework will be ICT-based using the Google Classroom/ Hwb platform where online assignments and any accompanying digital resources are uploaded by teachers. At times, online tasks may be started in school and completed at home or vice versa. Homework consists of:

- one homework task every week. All homework tasks are relevant to and meaningful in the context of the current topic. The nature of these tasks will vary e.g. inquiry-based research, problem-solving, applying skills taught in relation to topics, investigations, practical tasks such as model-making. We aim to achieve a balance of different types of tasks across the AoLEs throughout the year.

Homework/Blended learning is similar in our CARE base / LRC, however, it is given on an individual basis according to the needs and anxieties of each child.



Additional Learning Needs

If a child has an additional learning need, our school does all it can to meet these individual needs. At present we comply with the requirements set out in the SEN Code of Practice in providing for pupils with additional learning needs as we prepare for the new ALN Code 2021. A range of assessment strategies are utilised to help identify particular difficulties and external agencies can be involved in order to provide more specialist assessments and support.

The school provides a 'child-friendly' Individual Educational Plan (IEP) for each pupil on the Additional Learning Needs register. This sets out the nature of any needs, and outlines how the school and parents should aim to address them. It also sets out SMART targets for improvement so that we can review and monitor the progress of each pupil at regular intervals. This document is shared, discussed and reviewed with parents and outside agencies (when required) biannually. It is a working document and targets can change and be revisited when deemed appropriate.

Our CARE base and LRC children will often have more reviews due to the nature of their need and if they have a statement. We have an outside line directly to the bases and parents can contact staff whenever they need to.

Some of our learners need more support than that provided by differentiated tasks in the normal classroom context. Individual programmes of work are devised and interventions put in place to meet the needs of these children.

More able children are taught with their own class and their learning extended through differentiated group work, extra challenges and opportunities for independent learning. Where appropriate, special arrangements are made for an exceptionally gifted child e.g. an individualised programme with more challenging learning, attending MAT masterclasses.

Equal Opportunities

All learners regardless of ability, gender, religion, social background, disability and race will have access to our Humanities curriculum provision. All activities are planned in such a way as to encourage full and active participation by all learners so that they can develop their skills, knowledge, confidence and enjoyment of learning. Every child is valued and perceived as unique. We aim to ensure that our Humanities curriculum responds to the learning needs of the individual pupil, challenging them to the full extent of their capabilities and providing them with opportunities to demonstrate fully what they know, understand and can do. Our children's well-being is always central to everything we do.

Disability

In accordance with the statutory requirements, our school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan that is available to parents on request.

This policy should be read in conjunction with the following policies:

- Curriculum Policy
- Teaching and Learning Policy
- Assessment and Feedback Policy
- ALN Policy
- AoLE policies
- Literacy across the Curriculum Policy
- Numeracy across the Curriculum Policy
- ICT, DCF & e-safety policies
- MAT Policy



Monitoring and Review

Monitoring

Monitoring of the Humanities curriculum – planning, coverage and standards of teaching and learning, is conducted by the Headteacher, Deputy Headteacher, Assistant Headteacher and AoLE leader. This is done in several ways including:

- book scrutinies
- monitoring planning
- analysing assessment data
- monitoring targets
- lesson observations
- learning walks
- Listening to Learners
- looking at displays
- informal discussions with staff

Review

As we prepare for implementation of Curriculum for Wales 2022, we are aware of the need to monitor our Humanities Policy, and to review it regularly so that we can take account of new initiatives and research, Curriculum for Wales guidance, developments in technology and changes to the physical environment of the school. Our Humanities Policy will be reviewed bi-annually (or sooner as necessary) by the AoLE team, the Assistant Headteacher, the Headteacher and the nominated governor. The necessary recommendations for improvement will be made to the Governors.

Signed by the Chair of Governors on behalf of the Governing Body:

Date approved:12/10/2021..... (by full Governing Body)

Signed by Headteacher:.....



Appendices

Appendix 1 – Example of Weekly Lesson Planning

Appendix 2 – Example of a topic planning map

Appendix 3 – School Marking and Feedback Code

Appendix 4 – Pupil Entitlement – Assessment for Learning

Appendix 5 – Values Timetable

Appendix 1 – An example of Weekly Lesson Planning

10.45 Session 2	HELPWYR HEDDIW LANGUAGE, LITERACY & COMMUNICATION HUMANITIES	HELPWYR HEDDIW LANGUAGE, LITERACY & COMMUNICATION HUMANITIES	HELPWYR HEDDIW LANGUAGE, LITERACY & COMMUNICATION HUMANITIES	HELPWYR HEDDIW LANGUAGE, LITERACY & COMMUNICATION HUMANITIES
	<p>WALT – to write a neat, final draft of a humorous poem 'Recipe for a Disastrous Roman Invasion'.</p> <p>Starter: Remind the children about the humorous poem they drafted last week about a Roman invasion/battle when everything goes wrong: <i>Recipe for a Disastrous Roman Invasion</i>.</p> <p>Encourage volunteers to read aloud part or all of their first drafts. Encourage the other children to listen carefully to the reading. What things went wrong during the 'disastrous' Roman invasions?</p> <p>Create an opportunity for the children to proof-read /read aloud their own and/or a partner's humorous poem. Ask the class to consider: <i>Have they listed disastrous things that happen? Have they followed the pattern of the poem 'Recipe for a Disastrous Family Picnic' with 'Ingredients' and 'What to do'? Is their poem funny/humorous? Does it succeed in making the reader laugh?</i></p>	<p>WALT – to read, view and respond to a model 'Battle Cry' text.</p> <p>Starter: Remind the children about their role play of the Roman invasion of Britain where they took turns to act out the roles of the invading Romans and the defending Celts.</p> <p>Think: Pair: Share: Ask the children to talk to their partner about how they felt as a Roman invader / Celtic defender.</p> <p>Encourage feedback from the children.</p> <p>Explain that over the next week or so, they are going to imagine that they are the commander of a Roman army and will write a 'Battle Cry' /speech that will persuade their Roman legion to follow you into battle against the Celts. We will then dress up as Roman soldiers and film/record our speeches in front of a green screen image of a battlefield.</p>	<p>WALT – to 'magpie' words and sentences from the three model persuasive speeches.</p> <p>Starter: Remind the children about the three persuasive 'Battle Cry' speeches we have viewed, read and analysed so far this week. <i>Which of the three speeches did they think was the most powerful? Which of the speeches would have persuaded you to put your own life at risk by going into battle? Discuss their thoughts and ideas.</i></p> <p>Main activity: Give the children the opportunity to read again all three speeches and to discuss in small groups what they like/dislike. Working in their groups, give children the opportunity to order the speeches from most to least effective. Ask each group to share their decisions and to explain their choices focusing on: the effectiveness of the speech and the impact it has upon the reader/viewer/listener.</p>	<p>HEALTH AND WELL-BEING (DANCE) HUMANITIES</p> <p>WALT: to work with a partner to share ideas about what to include in a duo.</p> <p>to develop a range of contrasting actions.</p> <p>to include dance movements that include an action and a reaction.</p> <p>Starter: Warm Up: the 123 Puzzle. In pairs, standing opposite one another, the teacher will call out 1, 2 and 3 to correspond with three pictures of postures struck by Roman soldiers. In turn the children will re-create the poses depicted in the pictures. Encourage the children to feed back as to whether this was hard/easy and why they think it was so.</p> <p>Main Activity: To the track from the Gladiator soundtrack, continue to work in pairs to create a dance phrase that links together Roman soldier movements and includes a variety of contrasting actions.</p> <p>Encourage pupils to make still, clear shapes with their bodies in response to the images of Roman soldiers. Encourage the pupils to be as creative as possible – can they make a shape lying down, kneeling, standing up? Can they take a shape and make it with their legs, arms or whole body?</p>

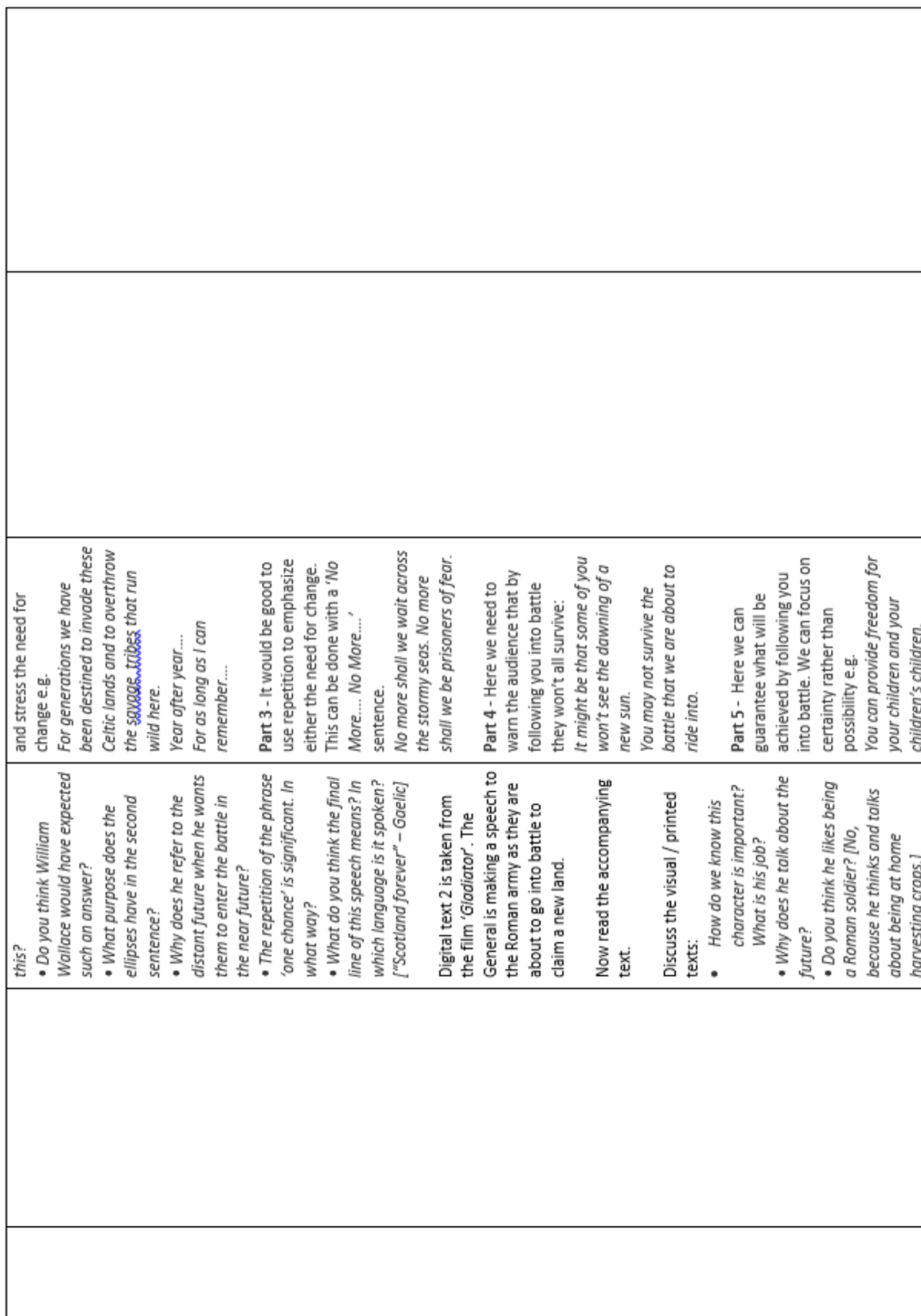
<p>Main activity: The children will independently write a neat, final draft of their own humorous poem 'Recipe for a Disastrous Roman Invasion.' As they write, they may like to edit/redraft sections of the poem. They may like to, for example:</p> <ul style="list-style-type: none"> - improve weak words with more ambitious word choices. - change the order of words in lines of the poem or the order of the lines themselves. - correct spelling mistakes they made in their first draft. - put in missing punctuation they omitted in their first draft. - ensure that the poem has an appropriate layout - set out like a recipe with 'Ingredients' listed at the top of the page and its method listed step by step underneath. - use neat handwriting with correct, controlled letter formation. <p>Quality Work:</p> <ul style="list-style-type: none"> • make careful choices of vocabulary – WOW words. • use subject specific vocabulary linked to the Romans/Invasion. • use appropriate layout for each section of the poem.. 	<p>Main activity - Shared reading: Read aloud the model text/battle cry speech without putting it into context.</p> <p>Ask the children to read the text aloud to a listening partner.</p> <p>Discuss the model text:</p> <ul style="list-style-type: none"> • Who is speaking here? How do they look? What are they wearing? • Why is this speech being made? • Who do you think will be listening? Why? • Where and when do you think this speech would have been given? • Would it have been under the cover of darkness or in the clear light of day? Give reasons for your thoughts and ideas. • What voice might the chieftain have? Would it have been loud or quiet, strong or weak, forceful or soft? Why do you think this? • Would the chieftain have used the same voice throughout? Why might this not be the case? When might the speaker's voice rise and fall? Why would a speaker choose to do this? How is this shown in the text? 	<p>Individually, the children will 'magpie' the words/phrases /sentences/ language features that they want to use when writing their own a 'Battle Cry' speech to persuade their Roman legion to follow them into battle against the Celts.</p> <p>Quality Work:</p> <ul style="list-style-type: none"> • to read closely the persuasive speeches. • to scan the texts for specific details. • to consider the impact upon the reader of specific words and phrases. <p>Differentiation: G1 and G2 will 'magpie' words, phrases and sentences independently. G3 will be supported individually as appropriate by the teacher and/or classroom support assistant. G5 – work in a small group with the teacher to support them in reading / identifying words / phrases / sentences they wish to 'magpie' from the three speeches. They may wish to complete a group 'magpie' sheet.</p> <p>Plenary: Ask learners to feedback/share the words / phrases / sentences they</p>	<p>Also encourage the children to explore movements which could lead into and out of the still shapes (for example, turns/rolls/steps/jumps).</p> <p>Can they move into the shape slowly? Can they move out of it quickly?</p> <p>Look for contrast in the levels and speed of the movements – discuss ideas of how to change speed and level. Teacher to identify good practice whilst pupils are working and share with the whole class – so they can all experience the movements themselves.</p> <p>Explore one pupil being at a high level while the other is at a low level, one pupil moving slowly while one moves quickly. Discuss contrasting travelling, turning, jumping, gesture and stillness. Encourage pupils to use as many of these as they can.</p> <p>Quality Work:</p> <ul style="list-style-type: none"> • to change speed / level /direction of movements. • to collaborate with a partner. • to incorporate action and reaction into their dance movements. <p>Differentiation: Mixed ability groups and partners. Teacher will support less able by simplifying instructions and making suggestions about possible movements.</p> <p>Plenary: Peer assess dance phrases so far. Two Stars and a Next Step.</p>
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	<ul style="list-style-type: none"> begin a new line of the poem for each new main idea. use neat, controlled handwriting with correct letter formation. edit their work in order to make improvements to the initial draft. <p>Differentiation: The teacher will support specific children as appropriate with their handwriting, spelling, punctuation and layout on the lined page.</p> <p>Plenary: The children will be encouraged to self-assess their writing. Ask them to read aloud their writing in the Q Quarter and to consider its quality (Q). Use 'Two Stars and a Next Step' to self-assess their writing. Consider how the writing could be improved.</p>	<ul style="list-style-type: none"> When might the speaker choose not to speak at all? How is this shown in the text? What effect can a pause have upon the listener? What can it force you to do? As a villager, would you have followed your chieftain into battle? Why? Why not? <p>Look at the speech in more detail – closer reading.</p> <p>Word Focus:</p> <ul style="list-style-type: none"> Ask the children to write 'chieftain' on their whiteboards. Circle the shorter, less formal version we often use at the start of this word that means 'leader' i.e. chief Underline the family word in the following words: imprisoned, courageous, cowardice, oppression. How do you think each longer word is related to the root word? What do <p>The children think each word means? Why? Check answers in a dictionary.</p> <ul style="list-style-type: none"> A 'tyrant' is a 'cruel king'. Can you find a family word that is related to this? i.e. tyranny Relook at the word 'cowardice' and 'coward'. What do you think the word 'cower' means? Act it out. Do you think these words are related to each other? Why? Why not? 	<p>have 'maggied' and to justify the choices they have made. Did their partner choose the same words/ideas?</p> <p>Paired Talk: Explain to each other why you made your choices and consider why some choices are the same and others are different.</p>		<p>CLASS NOVEL David Williams's 'Mr. Stink'</p>
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[illegible]

LUNCHTIME REGISTRATION				
12.30 1.20	LANGUAGE, LITERACY & COMMUNICATION SCIENCE AND TECHNOLOGY	LANGUAGE, LITERACY & COMMUNICATION HUMANITIES	LANGUAGE, LITERACY & COMMUNICATION HUMANITIES	LANGUAGE, LITERACY & COMMUNICATION HUMANITIES
1.20 Session 3	<p>WALT: To use <i>Microsoft Word</i> to <u>word process</u> a <u>bullet-pointed</u> list of facts about the Celts and to insert relevant pictures.</p> <p>Starter: Remind the children about last week's activities where they began working with a partner to word process /bullet point a list of key facts about the Celts using the program '<i>Microsoft Word</i>'.</p> <p>Main Activity: Using the IWB and the children's contributions, reinforce/model how to:</p> <ul style="list-style-type: none"> - choose a <i>font</i> for the text. - choose the <i>size font</i>. - choose the <i>font colour</i>. - underline a <i>title / heading</i>. - set out a <i>bullet-pointed list</i>. <p>choose the <i>style of bullet points</i>.</p> <p>Using the children's ideas, model how to word process a simple list of facts about the</p>	<p>WALT – to read, view and respond to <u>comparative</u> 'Battle Cry' texts – clips from 'Braveheart' and 'Gladiator'.</p> <p>Starter: Remind the children about this morning's 'Battle Cry' text.</p> <p>Think: Pair: Share: Encourage the children to discuss the purpose of the text. What is the speaker trying to do? Establish how the speech is intended to persuade the listener to follow the speaker into battle against a ruthless enemy. Explain that now we are going to view/read two similar texts.</p> <p>Digital text 1 is taken from the film 'Braveheart'. The Scottish army has come to fight the English but they see that they are clearly</p>	<p>WALT – to collaborate as a class to write a shared Roman army commander's 'Battle Cry' speech to persuade his Roman legion to follow him into battle against the Celts.</p> <p>Starter: Hold a class vote to see which of the three speeches we have read/viewed this week is the most effective – which speech would persuade them to follow the leader into battle? Why?</p> <p>Explain to the class that we are going to work together to write a Roman commander's battle cry speech to persuade the soldiers under our command to put their lives at risk and to go into battle against the Celts. Explain that we are going to suggest sentence types to use that</p>	<p>WALT: to practise using the Welsh language patterns 'Mae <u>brawd/chwaer 'da fi o'r enw</u> _____' to talk about their family – brothers and sisters.</p> <p>Starter: Using the <u>Powerpoint</u> slides, revise asking and answering the following questions: Q: Oes brawd/ chwaer 'da ti? A: Nag oes, does dim brawd/ chwaer 'da fi. A: Nag oes, plentyn unig ydw i. A: Oes, mae brawd/ chwaer 'da fi. A: Oes, mae brawd/chwaer 'da fi o'r enw <u>Sian / Rhian</u>. A: Oes, mae brawd/chwaer 'da fi. <u>Sian / Rhian ydy e/hi.</u></p> <p>Main Activity: The children will complete an illustrated 'Celtic family tree' where they will draw and label cameos of themselves and their brothers and sisters as if they were members of</p>

<p>Celts. Organize the facts into sections with underlined headings e.g. 'Clothes', 'Warriors', 'Houses'.</p> <p>Can the children remember how to insert relevant pictures of the Celts to accompany their list of facts?</p> <p>Quality Work:</p> <ul style="list-style-type: none"> to use a program to create a bullet-pointed list. to choose a suitable font and font size. to underline titles and headings. to insert relevant pictures. <p>Differentiation:</p> <p>Work in mixed ability pairs to continue using Microsoft Word to word process their bullet-pointed list of facts.</p> <p>G1 paired with G3.</p> <p>G2 paired with G4.</p> <p>G5 – monitored by the teacher.</p> <p>Plenary: Encourage the children to share some of the facts about the Celts that they have included in their document. Can they explain how to change the font style / size / how to underline / how to insert a picture etc.?</p> <p>Spend time ensuring that the children follow the correct process to name and save their work correctly in their class folder. Can the children explain how to do this?</p>	<p>outnumbered and so decide not to fight until their leader, William Wallace, arrives.</p> <p>Now read the accompanying text.</p> <p>Discuss the visual / printed texts:</p> <ul style="list-style-type: none"> Look at William. Why is he on a horse? Why is his face painted? Why does he ride up and down the line? Why does William address the army as 'Sons of Scotland'? Why do you think the young soldier thinks he may have been 7 feet tall? Why do you think he uses humour in the first line in such a serious situation? Why is the word 'AM' written in capitals? Why does he address the army using personal pronouns – 'I' and 'my'? What does the word 'defiance' mean? What does the word 'tyranny' mean? Which word is mentioned twice? Is this deliberate? If so, what effect does it have? How many questions can you see? Why has he used so many? What is the purpose behind it? Look at the soldier's reply. Is it positive or negative? Why might he have responded like 	<p>would work within the text type. Ideally, the children will suggest sentences based on what they have read over the past few lessons.</p> <p>Main activity: Shared Writing: Using the children's ideas, model writing a 'Battle Cry' persuasive speech. Emphasize the use of 'WOW' words/ambitious vocabulary throughout and the persuasive techniques we have viewed/read in the model speeches this week e.g. repetition for emphasis, alliteration and humility.</p> <p>The following frame will be used to structure the battle cry speech:</p> <p>Part 1 - address the WHO and WHY - this could be who we are /why we are there/who you are talking to and why you are talking to them. This could be achieved with a 'Who? Why?' sentence e.g. <i>Sons of Rome, it is time we took a stand against our dreaded foe. I am Brutus, commander of your Roman legion. I stand before you, shoulder to shoulder, as one of you and I am here to fight for freedom.</i></p> <p>Part 2 - exaggerate the amount of time the audience has been in their situation</p>	<p>a family of Celts e.g. <i>Mae un brawd 'da fi gŵenw Adair, mae un chwaer 'da fi gŵenw Cordelia.</i></p> <p>Quality Work:</p> <ul style="list-style-type: none"> to write accurate Welsh sentences. to talk and write using the correct sentence patterns. to pronounce words accurately. to ask and answer questions accurately in Welsh. <p>Differentiation:</p> <p>Gos 1 and 2 – will complete the Celtic family tree with Welsh sentences independently.</p> <p>Gos 3 and 4 – will have a frame / sentence starts / scaffold to help them write accurate Welsh sentences.</p> <p>Plenary:</p> <p>Play 'Splat' where the teacher says a sentence in English e.g. 'I have a sister called Sophie'. The children 'splat' the relevant picture and say the sentence in Welsh.</p>
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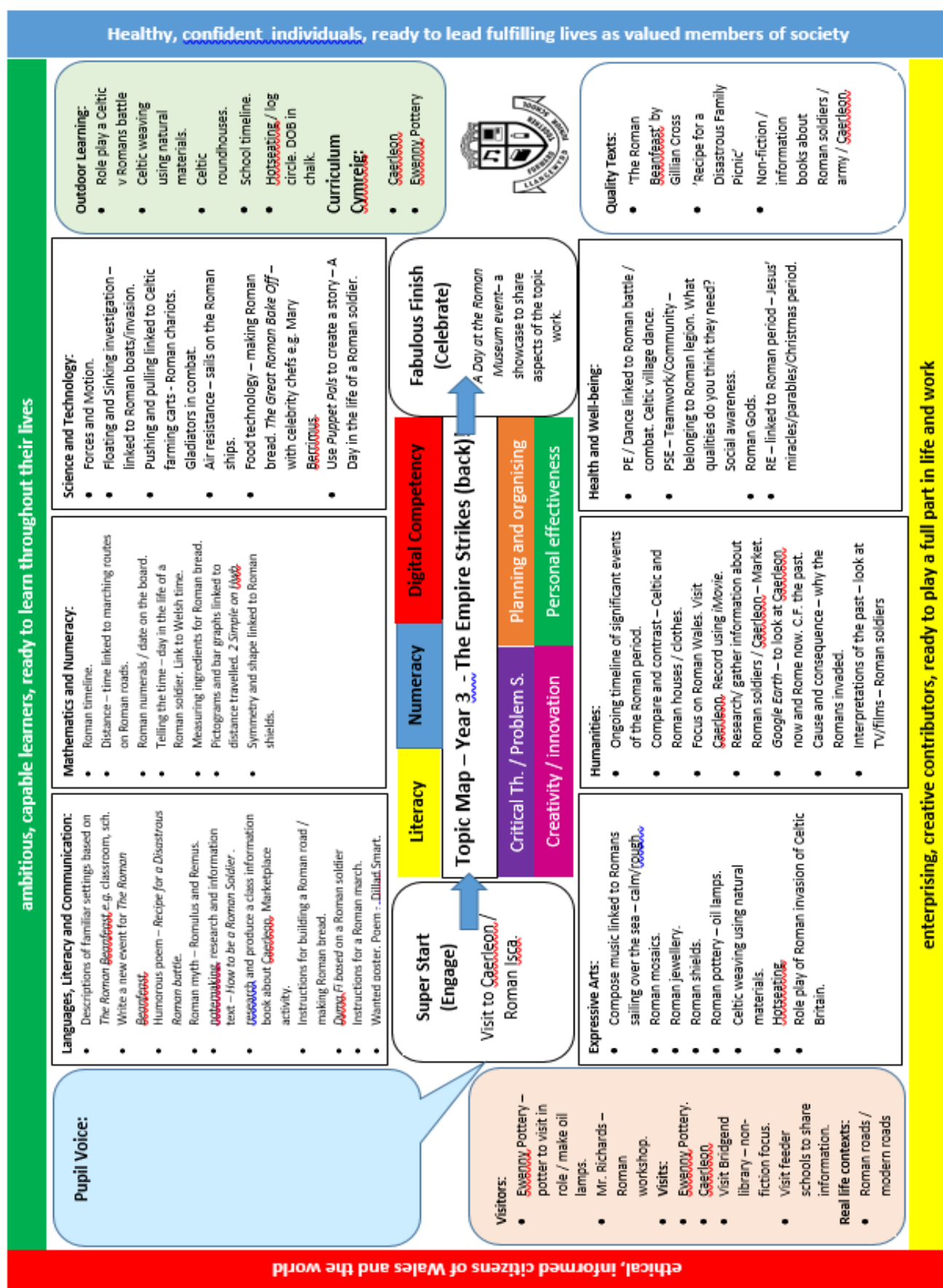
		<p>What does the phrase 'Hold the line' mean?</p> <ul style="list-style-type: none"> What do you think Elysium is? How is it contrasted to the surroundings they are in now? Why does he address the other soldiers as 'Brothers'? What is 'echoes in eternity' an example of? Alliteration Why does he use alliteration? (The repeating of the hard vowel and the poetic nature of alliteration, helps us remember the words by helping them to stand out; the phrase sticks with us.) <p>Quality Work:</p> <ul style="list-style-type: none"> to understand the meaning of the speeches / visual texts. to respond to the use of language. to express opinions about the impact of specific language upon the reader. to read with accuracy, fluency and expression. <p>Differentiation: Differentiation through scaffolding teacher questioning and support.</p> <p>Plenary: Encourage the children to think about the three speeches we have</p>	<p><i>You will be remembered for generations for what you do here today.</i></p> <p>Part 6 - Leave the audience with the belief that they will succeed. By using alliteration, this will remain with the audience e.g. <i>What we do today, determines our destiny.</i></p> <p>Quality Work:</p> <ul style="list-style-type: none"> make careful choices of vocabulary – WOW words. use different sentence openers. use of adjectives. use of repetition for emphasis. use of alliteration. accurate punctuation of sentences. <p>Differentiation: through teacher questioning / encouraging different children to contribute to the shared writing outcome. The teacher will encourage the children of all abilities to evaluate the effectiveness of their word choices and the impact they would have upon the listener.</p> <p>Plenary: The children will read aloud their 'Battle Cry' persuasive speech. Use 'Thumbs Up/Thumbs Down' to self-assess / peer-assess</p>	
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		viewed / read today. Which of the three speeches did they think was the most powerful? Which of the speeches would have persuaded you to put your own life at risk by going into battle? What similarities and differences do they recognize between the three speeches? Similarities: • The word 'tyranny' and idea of being <i>oppressed</i> – Speech 1 and Speech 2 • The chance to fight for freedom - Speech 1 and Speech 2 • Cannot promise that you will survive the battle - All three • The use of rhetorical questions – Speech 1 and Speech 2 • Links to the future - All three Differences: • This leader tells his men that he will live - Text 2 • Use of humour to try to distract from the fear – Speech 2 and Speech 3	their sentences. Consider how sentences could be improved. Would the speech encourage them to go into battle against a ruthless enemy?		
2.30					
2.40 Session 4	LANGUAGE, LITERACY & COMMUNICATION HUMANITIES	LANGUAGE, LITERACY & COMMUNICATION HUMANITIES WALT – to read, view and respond to <i>comparative</i> .	HEALTH AND WELL-BEING WALT – to practise passing and receiving skills in hockey. - to take part in a small-sided hockey game.	LANGUAGE, LITERACY & COMMUNICATION WALT: to create a family tree for a family of Celts using the Welsh language patterns 'Mae	CELEBRATION ASSEMBLY CLASS NOVEL Roald Dahl's 'The Twits'

<p>WALT – to write a neat, final draft of a humorous poem 'Recipe for a Disastrous Roman Invasion'.</p> <p>(See Session 2 lesson plan)</p>	<p>'Battle Cry' texts – clips from 'Braveheart' and 'Gladiator'.</p> <p>(See previous lesson plan)</p>	<p>Starter: Stretching exercises to warm up the body's muscles. Play 'Traffic Lights' in Welsh as a warm-up game.</p> <p>Main Activity:</p> <p><i>Jockeys and Wild Horses</i> - jogging with and jumping over sticks.</p> <p>Demonstrate passing the ball. Practise in pairs, stopping the ball with feet and hands if necessary. Shuttle relays to practise this skill.</p> <p><i>Hunters and Hares.</i> Reinforce safe use of the stick.</p> <p>Demonstrate receiving the ball. Children practice while working in pairs. Encourage the receiver to control the pass by calling when ready for the ball. Shuttle relays to practise this skill.</p> <p>Small-sided game to practise passing and receiving skills.</p> <p>Quality Work:</p> <ul style="list-style-type: none"> • hold stick appropriately. • push the ball with control. • pass the ball with control. • move into a space away from other players. <p>Differentiation:</p> <p>More confident players may be paired with like players.</p> <p>Less confident players may be paired with like players.</p> <p>Teacher to support individual pupils as necessary, intervening to model correct stick hold/control/push passing/turning of the stick.</p>	<p><i>brawd/chwaer 'da fi g'raenw</i></p> <p>(See previous lesson plan)</p>	
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[illegible]

Appendix 2 – An example of topic planning map



Appendix 3 – Our School Marking and Feedback Code



Llangewydd Junior School Our Marking and Feedback Code



We will use the following codes when we mark your work.

They will help you to understand what you have done well and what the next steps in your learning are.

Code	What it means
	celebrates what you have done well.
	suggests how you can improve – your next steps.
	excellent work linked to our 'Q'
	correct or good work linked to our 'Q'
	incorrect
	underlined error - missing capital letter, full stop, comma or other punctuation
	new paragraph needed here
	Check that this makes sense.
	missing word
mistake mistaik 	<u>Spelling</u> The mis-spelt part of a word is underlined and the correct spelling is written above the word.
	indentation needed
V.F.	Your teacher has talked to you about your work.
initials e.g. D.E.	Someone other than your class teacher has marked your work.

Appendix 4 – Pupil Entitlement – Assessment for Learning

Pupil Entitlement – Assessment for Learning				
Expectation – I am entitled to...		RAYG Rating		
		Aut	Spr	Sum
Questioning				
be given time to think about questions that I am asked.				
be given time to think about questions that are asked and to discuss my ideas with a partner before a class discussion (Think, Pair, Share).				
be sometimes asked 'closed' questions that require specific answers.				
be asked 'open' questions that require more detailed, carefully thought-out answers.				
be asked a sequence of questions that build on each other and gradually need more careful thought.				
sometimes write down my answers to questions on a mini-whiteboard.				
sometimes be asked to explain my opinions and ideas in more detail.				
be comfortable sharing my ideas and am not afraid of answering some questions 'wrongly'. I understand that it is okay to make mistakes and that we can all learn from our own and others' mistakes.				
Feedback				
discuss with my teacher where I am in my learning, where I want to be and how I am going to get there.				
have our WALT displayed, shared and discussed.				
have our 'Q' displayed, shared and discussed so that I know what I need to do to produce a quality piece of work.				
sometimes look at examples/models to think about 'Q' – what makes it or could make it a 'quality' piece of work.				
be set targets that are SMART – small, manageable and realistic.				
teacher comments about my work – praising what I have done well (linked to our 'Q') and setting me SMART targets as part of my 'Next Steps'.				
Way Forward				

Appendix 4 – Pupil Entitlement – Assessment for Learning

Pupil Entitlement – Assessment for Learning (cont'd)

Expectation – I am entitled to...	RAYG Rating			Way Forward
	Aut	Spr	Sum	
respond to SMART targets in my books by signing, responding with a comment or completing a task set by my teacher.				
some teacher comments with 'Two Stars and a Next Step' – praising what I have done well (linked to our 'Q') and setting me a SMART target to help me improve.				
talk to my teacher about what I am doing well and how I can improve e.g. during discussions, group work or whilst talking to me on my own.				
think about whether we have achieved our WALT, how we have achieved our WALT and the next steps in our learning throughout and at the end of our lessons.				
have a discussion with my class teacher in which we agree my targets for improvement in Literacy, Numeracy and Wellbeing.				
have my targets in Literacy, Numeracy and Wellbeing on display in my classroom.				
review my targets with my teacher regularly.				
tell my teacher when I think that I have achieved any of my targets.				
have new targets set in Literacy, Numeracy and Wellbeing when my teacher and I agree that I have achieved my current targets.				
discuss some test results with my teacher so that I understand what I have done well and what the next steps in my learning are.				
Peer and Self-Assessment				
regularly think about my own work/learning in terms of our 'Q' and WALT.				
regularly set my own SMART targets for improvement ('Next Steps') in class during self-assessment activities.				
regularly think about a partner's work/learning in terms of our 'Q' and WALT.				
regularly set SMART targets for improvement ('Next Steps') for a partner in class during peer-assessment activities.				
take part in different self- and peer-assessment activities e.g. traffic light activities, 'Two Stars and a Next Step', Thumbs up Thumbs down, Post-It note activities, KWL grids, self-marking work, peer-marking work, talking partners.				



Appendix 5 – Values

Year 1

Compassion
Humility
Perseverance
Courage
Forgiveness
Respect

Year 2

Kindness
Independence
Tolerance
Love
Aspiration
Resilience

Year 3

Community
Patience
Responsibility
Curiosity
Diversity
Positivity

Year 4

Integrity
Confidence
Happiness
Cooperation
Appreciation
Honesty