Humanities at Uxendon Manor Primary, Autumn 2025

Intent:

- to provide a broad and balanced history and geography curriculum with a logically sequenced progression of knowledge and skills as set out in the National Curriculum
- to provide high quality, enjoyable history and geography lessons which engage every pupil in every class, inspiring a curiosity about the past and the world around them
- to prepare pupils for the next phase of their education by deepening their understanding of key events, knowledge and skills; identifying links and themes in knowledge & learning; and encouraging independent enquiry and research

Implementation:

- LTP and MTPs linked to NC, ensuring a broad and balanced curriculum and a logically sequenced progression of knowledge and skills
- interesting topics that inspire and engage, including one child-led enrichment topic p/year
- use of topic webs, expanding time lines and whole school display to link learning between topics
- use of topic AfL mind maps to enable:
    - pupils to link new topics to prior learning and knowledge
    - teachers to assess prior knowledge, gaps in knowledge and misconceptions
    - pupils to identify areas of interest and encourage independent enquiry and research
    - teachers to assess learning and progress at end of topic
    - pupils to reflect on progress and learning at end of topic
- opportunities for extra-curricular learning to engage and inspire, including trips, workshops and whole school events (eg. International Food Fair), humanities club
- integration of cross-curricular learning and extended writing tasks to deepen understanding and engagement
- high quality resources that support and enhance learning
- ongoing CPD: co-ordinator's attendance at termly authority network meetings; regular staff INSET delivered by Humanities Team to Transform; regular whole staff moderation of work; support for teachers, inc. lesson observations of and by ECTs

Impact:

- all NC content is covered with breadth and balance *(planning scrutiny and book looks spring 25, spring 24)*
- high quality learning, with meaningful focus marking to extend learning and examples of extended writing that deepen pupils' engagement and understanding *(learning walks autumn 24; book looks spring 25, spring 24)*
- use of topic webs and AfL mind maps are embedded in practice *(monitoring of topic webs and AfL mind maps spring 22, summer 22; book looks spring 25, spring 24)*, so that…
- … pupils are engaging with their learning in a meaningful way: making links in learning, identifying prior knowledge, developing independent skills of enquiry and research, reflecting on learning *(pupil voice spring 25, summer 24, autumn 23; book looks (AfL mind maps) spring 25, spring 24*
- Curriculum enrichment in 2024/25: introduction of Enrich orienteering course in school grounds *(pupil voice spring 25);* 3 local area trips; 2 external trips; 1 geography residential trip; 4 class assemblies with humanities focus; 4 internal workshops, activity days etc; 1 whole school international day and international food fair; 1 humanities orienteering club for 12 Y3/4 children.