



Ysgol Derwen / Derwen Foundation School

*"Happy together, learning forever,  
succeeding wherever we may be"*

Humanities Area of Learning and Experience Policy

This Humanities area of learning and experience policy has been created in line with the new curriculum for Wales, encompassing the twelve pedagogical principles for learning and the four core purposes. This policy reflects the school vision for curriculum design and has been developed holistically involving learners, staff, parents, Governors and the local community. As a team we carefully think about what we teach, how we teach and why we teach it. Within all teaching and learning, numeracy, literacy and digital competency is promoted. Whilst planning for this AOLE, consideration is given for the inclusion of the local community, Wales and its language and culture.

At Ysgol Derwen, the Humanities Area of Learning and Experience seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge and understanding. This area of learning encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present. The Humanities Area of Learning and Experience encompasses geography; history; religion, values and ethics; business studies and social studies. These disciplines share many common themes, concepts and transferable skills, while having their own discrete body of knowledge and skills. Learners will be taught new skills, have support to practice and then be given opportunities to independently apply their knowledge skills and understanding through a range of contexts. The content, concepts and skills outlined in this area are interconnected.

**What Matters Statements**

The Humanities Area of Learning Experience is driven by the what matters statements which support and complement one another and should not be viewed in isolation. Together they contribute to realising the four purposes of the curriculum and encourage a holistic approach to learning. Within this area of the curriculum, the what matter statements are:

1. Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
2. Events and human experiences are complex, and are perceived, interpreted and represented in different ways.

3. Our natural world is diverse and dynamic, influenced by processes and human actions.
4. Human societies are complex and diverse, and shaped by human actions and beliefs.
5. Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.

## **Principles**

The principles underpinning every Area of Learning and Experience (AoLE) at Ysgol Derwen ensures that the curriculum is:

- authentic: rooted in Welsh values and culture and aligned with an agreed set of stated purposes
- evidence-based: drawing on the best of existing practice within Wales and from elsewhere, and on sound research
- responsive: relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions for future challenges as lifelong learners
- inclusive: easily understood by all, encompassing an entitlement to high-quality education for every child and young person and those of parents, carers and wider society
- ambitious: embodying high expectations and setting no artificial limits on achievement and challenge for each individual child and young person
- empowering: developing competences which will allow young people to engage confidently with the challenges of their future lives
- engaging: encouraging enjoyment from learning and satisfaction in mastering challenging subject matter
- manageable: recognising the implications for and supported by appropriate assessment and accountability arrangements.

## **Four Core Purposes**

Teachers are expected to plan using the four core purposes of the curriculum. These will ensure that our pupils will be:

1. Ambitious, capable learners who:
  - set themselves high standards and seek and enjoy challenge
  - are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
  - are questioning and enjoy solving problems
  - can communicate effectively in different forms and settings, using both Welsh and English
  - can explain the ideas and concepts they are learning about
  - can use number effectively in different contexts

- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find and are ready to learn throughout their lives.

2. Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit and are ready to play a full part in life and work.

3. Ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world.

4. Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

### **Planning for History at Ysgol Derwen**

- Develop an understanding of the discipline and its value.
- Develop understanding of, and respect for, the notion of truth and for people in the past.
- Develop an appreciation of the past on different scales, which allows learners to orientate themselves in time.
- Develop historical interpretation understanding and source-based skills.
- Develop rich content across the time periods, through which learners can develop an understanding of chronology through exploring cause and effect, change and continuity, similarity and difference, interpretations, the use of evidence and historical significance.
- Develop a rich context for exploring the concepts of governance, economy, power, leadership, diversity; culture, ethnicity, equality and inequality, justice, rights, conquest, social, political and economic ideologies, social organisation and structures, trade, agriculture and industry, power and protest, peace, conflict and cooperation, revolution, devolution and empire.
- Expose learners of all ages to a range of historical periods on a local, national and global scale, making the links and connections that support the development of a detailed chronological 'map' of the past.

### **Planning for Geography at Ysgol Derwen**

- Develop an understanding of the discipline and its value.
- Provide rich content for exploring physical and human landscapes, and a context for the causes and consequences of physical and human inter-relationships and interdependence which characterise our modern world.
- Provide a rich context for exploring the issues of sustainability, climate change, energy choices, nature, natural hazards and disasters and hazard risks, pollution, scarcity of natural resources, food security, population, identity, ethnicity, migration, settlements, globalisation, consumerism and trade, initiatives to tackle poverty, inequality and injustice, contrasts between countries at different levels of development.
- Equip learners with the skills to question, use and analyse maps, images, and Geographical Information System.
- Equip learners with the skills to formulate research questions, and to collect, manipulate and present data so they can evaluate and think critically about problems and issues.

### **Planning for Religion, Values and Ethics at Ysgol Derwen**

- 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 enquiry into the concepts of religion, worldviews, secularity, spirituality, life stance, identity and culture to develop learners' well-rounded understanding of religious and non-religious worldviews.
- Provide 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, 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.

### **Planning for Social Studies at Ysgol Derwen**

- Develop an understanding of the discipline and its value.
- Encourage conceptual understanding of the world by learning about people and their values, in different times, places and circumstances.
- Provide rich contexts to explore social issues, identity, rights and responsibilities, and social organisation.
- Encourage active participation and engagement with social issues through social enquiry, discussions and social action.
- Develop an understanding of how systems of government in Wales operate and affect people's lives, and how they compare with other systems.
- Explore the concepts of governance, rights, equality, inequality, ethnicity, gender and poverty.

### **Planning for Business Studies at Ysgol Derwen**

- Develop an understanding of the discipline and its value.
- Expose learners to the economic reality that shapes the Welsh and global economies, enabling them to appreciate that this reality is constantly changing and to appreciate the impact it has on people's lives and the environment.
- Examine the strengths and areas for improvement, successes and failures of businesses and economies, while developing an understanding of the factors that shape the prosperity of communities and thereby people's prospects for the future.
- Explore the current Welsh economy, including consumption, production, the welfare of people at work, the impact of innovation and technology on businesses and the environment, and the effects of demographic change to the workforce.

## **What Does Humanities look like at Ysgol Derwen?**

Embedded provision to develop the appropriate skills knowledge and experiences for Humanities includes: -

- Exposure to artefacts
- Visits to museums
- Locality field trips
- Ecological projects
- Planting up and caring for school grounds
- Opportunities to read and use maps, atlases and globes
- Exposure to music, art and writing from different cultures and time
- Visitors from different cultures, religions or time
- Media footage of global events
- Scrutiny of authentic written evidence and articles
- Enhanced understanding of the wider world and closer community
- Small business projects

At Ysgol Derwen we aim to ensure that all pupils gain knowledge and learn through a range of contemporary and historical contexts, investigation and exploration of the human experience in their own localities and elsewhere in Wales, as well as in the wider world, can help learners discover their heritage and develop a sense of place. This will help promote an understanding of how us, the people of Wales, its communities, history, culture, landscape, resources and industries, interrelate with the rest of the world.

### **Monitoring**

The leads for Humanities are Mrs Sophie Taylor and Miss Bethan Lee.

It is the responsibility of the Humanities lead to:

- Attend any training and cascade information to all staff
- Participate in an annual learning walk accompanied by SLT and relevant governors
- Review the Policy and Resources on an annual basis. The review will inform any subsequent change.
- Lead and communicate with the school team effectively
- Identify staff training needs in their subject
- Assist staff and Head teacher in identifying and prioritising needs
- Support staff in their planning of subject
- Provide exemplar material/lessons to support staff
- Complete a subject audit and action plan annually
- Audit available resources to enhance the experiences for all children

## **Assessment and progression**

Progression in learning is the process of developing and improving pupil's skills, knowledge and understanding over a period of time. Through the development of this AOLE, there will be principles of progression which will aim to support learners through:

- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within areas of learning and experience
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts
- Increasing effectiveness as a learner

The new curriculum is built on learner progression. There has been a change from the current phases and key stages to a continuum of learning from 3 - 16 years old. The new continuum has progression steps, reference points that relate broadly to expectations at 5, 8, 11, 14 and 16 years of age. These progression steps are set out as a series of achievement outcomes, which are broad expectations of learning over two to three-year periods.

Assessment is considered to be an integral part of the teaching and learning in each area. It measures what a pupil actually knows and understands and this informs future teaching. Formal/summative assessment is carried out at specific times during the school year. Continuous and formative assessment takes place on a daily basis and includes:

- Observing and questioning pupils
- Teacher assessment
- Taith 360
- Progression steps

## **Inclusion**

All children are provided with equal access to the Humanities AOLE. We aim to provide suitable learning opportunities regardless of disability, gender, race, ethnic origin, culture, language or religion. The school will endeavour to ensure that access to materials, equipment and furniture are adapted to meet any particular needs so that the pupil can work alongside their peers. Individual pupil provision, including universal and enhanced provision, is detail on class provision maps.

This policy was approved by full governing body on: **June 29<sup>th</sup> 2022**

This policy will be reviewed initially after 12 months and thereafter every two years.

**Signed:**                **R Jones**                **(Headteacher)**  
                                 **C Turner**                **(Chair of Governors)**