

St Edward's Catholic Primary School



Principles of Humanities

2023/24



Intent

St. Edward's Catholic Primary School is a place of learning in which each individual is encouraged to fulfil their own unique potential. We try always to remember that everyone is special and should be treated with respect. Our Catholic faith touches every part of our school life and we try to be a community that has Jesus at the heart of all we do.

As part of this we celebrate the diversity of all of the pupils in our school.

Through our skills-based curriculum, we believe in giving the children the tools and skills across both History and Geography, allowing them to develop their knowledge in each subject. We develop lines of enquiry with the children to enable them to become historical researchers, and believe this will strengthen their knowledge in Humanities further. Where relevant, we encourage cross curricula links, particularly in regard to looking at the lesson learnt in history and how that impacts on our current society, as well as where as a society, things still need to change and improve. We recognise and celebrate that our pupils come from a diverse background therefore by delivering an inclusive curriculum we hope to inspire our pupils and support them to become active and fair citizens.

Implementation

Our Curriculum

Requires deeper thinking skills and encourages learners to build on their own lines of enquiry this is achieved by using the stimulus of questions, images, and objects as a starting point, further developing key questions of enquiry to encourage children's curiosity in order to inspire and hook the children into all curriculum subjects. We look at a significant people, places and events in order to develop our understanding of both past and present.

This begins in our Early Years classroom where they are delivered through continuous dialogue during both adult led and child initiated activities, and through our observations where we look at the characteristic of effective learning. This are built upon throughout the school where they form an imperative focus within each lesson.

We recognise that the diversity of our children means there are potential barriers to their learning and future aspirations in life. The four key aspects of our teaching and learning are designed to address these barriers and provide all children with equal opportunities in life. These barriers are: Acquiring transferable life Skills (Skills), Language development (Vocabulary), Passivity or Ambition (Learning Behaviours), Children understanding how they learn (Metacognition).

The four key areas begin in our Early Years classroom where they are delivered through continuous dialogue during both adult led and child initiated activities, and through our observations, where we look at the characteristic of effective learning. As children move through each year groups, each area will be built upon to support the children throughout the school. They form an integral part of each lesson and will be shared and discussed with children throughout their learning.

<p><u>Skills</u> Each lesson identifies the key skills from the national curriculum that will develop children’s knowledge and understanding of what they need to be able to do in order to achieve in each subject area. Children recognise the skills required to support their learning which are identified through the “footsteps” on their learning journey within each subject of the curriculum.</p>	<p><u>Learning Behaviours</u> Each lesson identifies the key learning behaviours to guide the development of pupils’ social and emotional competencies, to support learning, as they progress through the phases of the school. These are identified as the 5R’s: <u>Resilient:</u> organisation, perseverance, focus. <u>Reflective:</u> belonging, self-awareness, value, understanding feelings. <u>Recognise:</u> knowledge of feelings, control impulses and express curiosity, manage feelings. <u>Respect:</u> Equality, compassion, kindness <u>Responsible:</u> Group work, responsibility, communication, Honesty, problem solve, takes risks.</p>
<p><u>Vocabulary</u> Each lesson identifies key subject specific vocabulary as the acquisition of vocabulary is the basis for the development of all other skills; reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Starting with Early Language Development in EYFS, we continue to ensure children’s understanding of new vocabulary is supported throughout the school and across the whole curriculum.</p>	<p><u>Metacognition</u> Also known as “Thinking Skills”. Each lesson identifies a key question that encourages children to be aware of their higher-order thinking skills. The children understand how they learn best and develop their ability to use strategies taught to them to progress their own learning and problem solving abilities. Through guidance from teachers and peers, they will be able to become independent, adaptive learners who can reflect upon their progress over time.</p>

Impact

From their different starting points, all children will make good progress; achieve their full potential – academically, emotionally, creatively, socially and physically. Skills, knowledge and understanding will be secured and embedded so that children are developed and enabled to be life-long learners.

Our four key areas of Learning will help us to ensure that children will have strong communication skills, both written and verbal, and a wide vocabulary to draw from. This will enable children to be able to articulate their thoughts, feelings and knowledge.

By developing a skills based curriculum with opportunities for child led enquiry. We hope that children will be curious, capable and confident learners. While recognising that these skills are fundamental to life, children can continue to build on the foundations they have made at St Edward’s.

Metacognition (or ‘Thinking Skills’ as they are known to the children) will develop the children’s sense of self-awareness and become confident in their own abilities. Children will be given the tools to think successfully and guided to recognise their own learning needs. It is important that both staff and children recognise and celebrate the diversity in how we all learn and provide opportunities to best support each individual in this discovery.

Our Learning Behaviours – The 5 R’s – are integral to every lesson to develop resilient, passionate and thoughtful learners. To support our school ethos and whole school PSHE approach, we use the 5 R’s to not only make the children conscientious learners but also citizens. Teachers will model and embody the 5 R’s and provide careful opportunity for children to develop and hone the learning behaviours. Children will be able to support how the 5 R’s enables them to be more successful in their learning and guide them to their next steps.

To measure the impact of our curriculum we will complete: lesson observations focusing on the four key areas and the 5 R’s (see appendix 1 for monitoring grid); pupil and community voices; book scrutinies; quality of work; engagement in home learning; wellbeing and involvement levels.