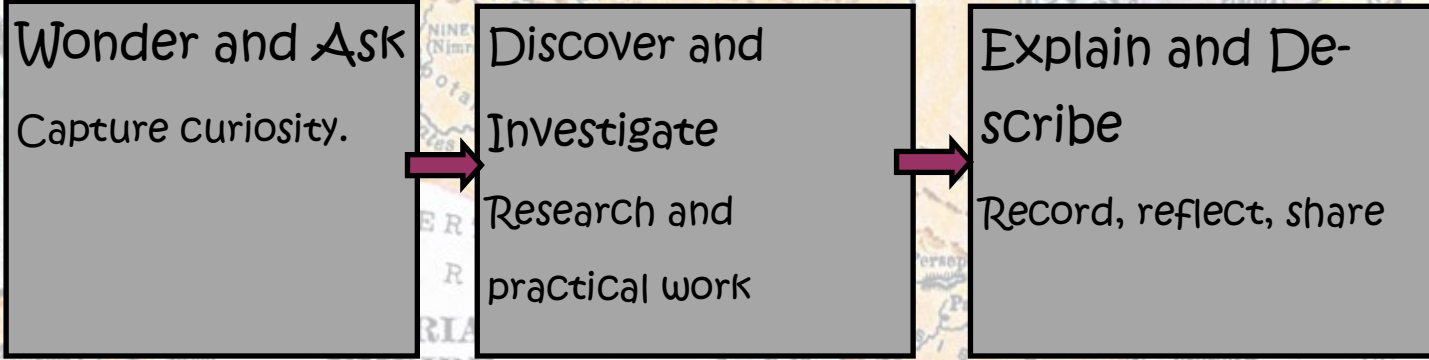


# Humanities Flow Chart



**Stem Sentences**

I can see \_\_\_\_\_

I think \_\_\_\_\_ because \_\_\_\_\_.

I wonder \_\_\_\_\_

How / Why / Where / What if \_\_\_\_\_

To find out \_\_\_\_\_, we could \_\_\_\_\_.

I was feeling \_\_\_\_\_, so I helped myself / my friend out by \_\_\_\_\_

I found out that \_\_\_\_\_.

I surprised when I learned that \_\_\_\_\_ because \_\_\_\_\_.

I noticed that \_\_\_\_\_ when I \_\_\_\_\_.

I used to think that \_\_\_\_\_ but now I understand that \_\_\_\_\_.

The similarities between \_\_\_\_\_ and \_\_\_\_\_ are that \_\_\_\_\_.

I can conclude that \_\_\_\_\_ because \_\_\_\_\_.

I liked how \_\_\_\_\_ did this because \_\_\_\_\_.

Display an object/picture/artefact/event/trips/ video as a starter.

Consider real life questions/problems/dilemmas/ how people live(d) or a question that Humanities leaders in the past have had to answer and overcome.

What other questions do the children have? What would they like to find out?

Knowledge organisers are looked at and referred to at the beginning of each lesson.

Key Humanities questions are answered through a series of practical explorations and research. New knowledge is taught. Skills are discussed.

Kagan structures support cooperative discovery and discussion e.g jigsaw

Key Humanities vocabulary is highlighted and displayed as it arises for the children to use.

Metacognitive strategies support children's learning of new concepts.

Children record their learning in a variety of ways including: posters, booklets, videos, news reports, artwork and presentations.

Seesaw can be used to capture children's discoveries and reflections.

A final piece of work for every unit shows enquiry skills and a culminative display of what learning has taken place.

**Wider school life:** Awe and wonder is created through the use of visits and visitors, 'stunning starts' and 'fantastic finishes' for each subject, and also through use of 'inspiration people' assemblies and celebrating events such as Black History Month. Collective worship often incorporates elements of world geography or history to help children place events in context.

## What will humanities look like in the classroom?

- There may be a display with a timeline or a map. There will be a knowledge organiser for children to refer to in place of these things if they are not present. Children will visit the local area to learn from their community.
- Children may be visited by experts.
- Children will take part in off-site learning experiences to enhance their learning.
- Children talk about their learning and reflect upon it on Seesaw.

## How will humanities be assessed?

- > Assess the unit at the end and record names on the assessment grid.
- > Every humanities unit will culminate in an enquiry. Children will ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement to present what they have learned and understood about the complexities of society and how they have impacted the past
- > A low stakes quiz from Rising Stars can also be used.

## What does greater depth look like in humanities?

- > Children will be able to provide deeper answers to questions. Children will be able to conduct their own enquiry and give answers which show their understanding of the subject but also how it fits into their understanding of the subject as a whole.

## Where is humanities resourced?

- > Humanities is resourced on Rising Stars.
- > The progression maps and LTPs have already been linked to the Rising Stars resources but these must be consistent and cross referenced.
- > Medium Term plans will be achievable and focus on small goals, which are revisited throughout a unit.