

Humanities Implementation Plan 2023-2024

Problem	Intervention Description	Implementation Activities	When will activity begin?	Implementation Outcomes:	Overall outcomes for pupils
Think from the perspective of teachers, students and attainment.	What are the active ingredients that will be different?	Will this be done through training, resources, monitoring, coaching, incentives, etc?	Set realistic start times.	What short-term measures (e.g. fidelity, acceptability, reach) will you see to know that this is working?	Short, medium and long-term outcomes (plus timeframes).
<p>Identify, embed, and develop specific Historical and Geographical knowledge and skills that progress throughout a child's learning journey.. Assessment is used to monitor and enhance the development of knowledge retention and fosters meaningful connections across the curriculum.</p> <p>Leadership Understanding of what sticky knowledge is needed for each year group and topic to ensure good retention of knowledge and skills across school. Consistent and thorough understanding of how Historical and Geographical knowledge is being taught, revisited and assessed across the school. More CPD need to monitor the use of assessment across school and give time to check quality of assessment aligns and is year-group appropriate. More CPD given to develop teacher understanding of the Historical and Geographical strands and concepts.</p> <p>Teachers Knowledge has been lost across school through inconsistent time</p>	<p><u>Active ingredient 1:</u> Staff to use pre-assessment and post-assessment to evaluate the retention of knowledge and development of skill.</p> <p><u>Active ingredient 2:</u> Staff CPD to be used to understand how to assess formatively within the lesson and how to develop retention skills. Children to know what success looks like in History and Geography.</p> <p><u>Active ingredient 3:</u> Staff to be given ongoing evidence based CPD by Humanities leads to support development of teaching Historical and Geographical knowledge. This to remain both evaluative and reflective with open communication throughout.</p> <p><u>Active ingredient 4:</u></p>	<p><u>Evidence based practice and research consulted:</u> <i>The effect of flipped learning on academic performance as an innovative method for overcoming ebbinghaus' forgetting curve</i> B Chun and H J Heo, 2018 <i>The Acquisition and Retention of Knowledge: A Cognitive View</i> By D.P. Ausubel, 2012</p> <p><i>GTT (Dimension 4) Coe et al 2020</i></p> <p><i>Meta-cognition and self-regulated learning (EEF Guidance Report)</i></p> <p><i>OFSTED, Research review series: Geography (2021)</i></p> <p><i>OFSTED, Research review series: History (2021)</i></p> <p>Compile and monitor pre-assessments across school for Humanities to check for consistency. Feedback to be given.</p> <p>Implementation plan shared with staff to support understanding.</p> <p>Whole school audit of Humanities</p> <ul style="list-style-type: none"> Pupil voice 	<p>September 2023</p> <p>September 2023</p> <p>December 2023</p>	<p>Short term:</p> <p>Acceptability Shared and agreed intent at staff meeting (September 2023)</p> <p>Reach To develop and embed a guide to support assessment focusing on specific historical and geographical strands</p> <p>Medium term:</p> <p>Fidelity</p> <ul style="list-style-type: none"> All staff to attend CPD and develop skills surrounding assessment Staff can identify the gaps of knowledge that need developing in their class and understand how to address this through flashbacks and recaps All staff to plan regular opportunities to teach, implement and develop this knowledge and this is evident on weekly and medium-term plans <p>Acceptability</p> <ul style="list-style-type: none"> Books to reflect the regular teaching and development of knowledge, as well as evidence of flashbacks and recaps of prior learning used to make links throughout their learning Staff to consistently assess children's learning outcomes and recognise areas to develop within class Misconceptions are addressed at the point of learning Flashbacks and recaps used as an assessment tool to see where knowledge has been retained and this is accurately reflected in their target tracker statements 	<p>Short term:</p> <p>Children to be able to recognise the specific knowledge needed for each topic</p> <p>Children to be able to recognise the specific skill needed for each lesson.</p> <p>Children to identify prior learning that could be applied to this topic.</p> <p>Medium term:</p> <ul style="list-style-type: none"> Children develop specific Historical and Geographical knowledge and begin to recognise where this sits in their wider learning across their years at school Children have opportunities to use and develop their knowledge (e.g revisiting, making links, fieldwork, debates) Children can apply their knowledge to both written and pictorial representations (source work, essays, arguments, etc) All children can use resources to enhance and develop their knowledge further Children to begin to evaluate their own learning and recognising success in their peers' work. <p>Long term:</p> <ul style="list-style-type: none"> Humanities progress from KS1 to KS2 shows positive outcomes and growth through retention of knowledge and ability to reference prior learning in arguments Children can articulate specific knowledge and skills from learning episodes, knowing how it relates to other periods or regions studied and can verbalise this.

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<p>in school – recap and revisiting needed in some cases.</p> <p>More focus needed on a consistent approach to teaching skills and knowledge.</p> <p>More focus needed on the specific strand being taught in that lesson.</p> <p>Learners</p> <p>Flashbacks based on previous learning to encourage links and retention of sticky knowledge</p> <p>Children are not secure in applying and making links across topics.</p> <p>Children are not secure in the skill they are learning and are unsure of when they are achieving.</p> <p>Internal data from teacher assessments:</p>	<p>Pupil outcomes to be monitored through a combination of their class work and their voice within lessons and after a period of time after lessons to check understanding of retained learning.</p> <p><u>Active ingredient 5:</u> Pupils to be exposed to vocabulary consistently to build on and create a glossary to build across a year group</p>	<ul style="list-style-type: none"> Class teacher feedback Monitoring of work <p>Humanities evidence based CPD</p> <p>CPD to be given looking at different strategies and approaches to building retention of knowledge in lessons, giving feedback to support this. Lesson studies to be used for this.</p> <p>Flashback questions and 'activation' tasks in lessons being used to monitor and assess the progress and retention of children's learning</p>	<p>January 2024</p> <p>February 2024</p> <p>Summer Term</p>	<p>Reach</p> <ul style="list-style-type: none"> All children apply relevant prior learning to their current learning episode and use this to enhance their understanding through meaningful links across time periods and locations. Using this, children are appropriately challenged and supported in class. Pupil voice used to evidence the awareness of learning across school, recapping and revisiting to show how secure their understanding of history and geography on a wider scale. <p>Long term:</p> <p>Fidelity</p> <p>All staff are using pre and post assessments effectively</p> <p>Staff are starting and ending each lesson with ensuring children are aware of links that can be made in that learning episode and begin to evaluate their own learning</p> <p>Staff to begin and end each topic with a focus on links, questions they would like to answer and what they already know about this topic</p> <p>Staff to feel confident in assessing humanities learning and to develop their understanding of how to use this to inform next steps</p> <p>Acceptability</p> <p>Staff are challenging and constructively evaluating each other's Humanities learning episode.</p> <p>Reach</p> <p>All children have a range of knowledge and experiences which allow them to apply and progress in their understanding of Humanities and apply this to the wider world.</p> <p>Teaching and support staff are able to offer a wide range of resources, explanations and experiences to support learning.</p> <p>All staff continuing to share and evaluate their teaching of Humanities.</p>	<ul style="list-style-type: none"> Children are able to use their knowledge in a wide variety of different contexts and apply it where necessary to give them a solid base of historical and geographical knowledge that can be applied to future learning after they have left Rothwell St Mary's Children can use a variety of assessment strategies to reflect on their own learning and begin to see how they can take ownership of their own learning
<p>Notes on implementation:</p>					

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