



Living in the World

A Westfield approach to "Humanities"



To gain insight into the previous Humanities Curriculum,
how it was taught and the feedback that encouraged
change.

Humanities was taught as individual subjects; History, Geography & R.E. For the purposes of this training, we will also consider Computing, Art, Design & Technology.

Each base (with the exception of Apple/ EYFS curriculum) were given topics to study over the academic year. The topics looked like this:

Year	Autumn	Spring	Summer
A	Where am I? Literacy: Stories from around the world Non-fiction texts, maps and photographs about places Numeracy: Number (conservation, comparison and sequencing) (4 weeks) Calculations (2 weeks) Measures (2 weeks) 2D Shape (2 weeks) Data Handling (2 weeks) Science: Earth and Beyond (Science Bug KS1) Geography: What is the United Kingdom like? : UK is made up of 4 countries joined together that have same/different/similar features. RE: What makes places special? DT: Cooking tasting and making foods from around the world RSE 1 self-awareness- SA1, SA3 managing feelings discrete P.E.: REAL PE Art: To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share ideas, experiences and imagination	What is this place like? Literacy: Stories and poems with different settings, language to describe Non fiction: Leaflets to inform about a place (travel agents) Numeracy: Number (conservation, comparison and sequencing) (2 weeks) Calculations (4 weeks) Measures (4 weeks) 3D Shape (2 weeks) Position and direction (2 weeks) Science <u>Materials and Uses of materials</u>(Science Bug KS1) Geography: Bourne End is a large village where people are for different reasons. There are natural and man-made features. Make choices about what to keep the same and what to change. History: How has Bourne End changed over time? RSE-1 Self-care support and safety- SSS1, SSS2 2 The world we live in – WIL1, WIL3 managing feelings embedded P.E.: REAL PE Art: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Who do I share this place with? Literacy: Stories about childhood Biographies Numeracy: Number (conservation, comparison and sequencing) (2 weeks) Calculations (4 weeks) Measures (4 weeks) 3D Shape (2 weeks) Position and direction (2 weeks) Science Keeping Fit and Healthy (Science Bug KS1) RE: Belonging to a group (What are the everyday lives of Christians, Muslims and Jews like?) History: How have toys and play changed? DT: Gardening RSE- 1 Healthy lifestyles-HL1, HL3 2 Changing and growing CG3 managing feelings discrete and embedded P.E.: REAL PE Art: Explore a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Year	Autumn	Spring	Summer
A	Literacy: Texts and diagrams to explain Numeracy: Science: Forces (Science LKS2) Geography: Continents (Europe): Countries are grouped into continents. Continents have same/different/similar natural and man-made land features. Land is used in different ways. What is Europe like? History Flight: comparing the roles and effects of the Wright Brothers and Amy Johnston. DT: Design and evaluate simple (paper) airplanes RSE 1 self-awareness- SA1, SA3 managing feelings discrete ART: To create sketch books to record their observations and use them to review and revisit ideas P.E.: REAL PE	Literacy: Recounts and diaries Numeracy: Science: Uses of Materials (Science Bug LKS2) Geography: London and South-East England: A region of UK made up of different counties including the capital city. Man has made many changes to the land, can you explain why? History The Great Fire of London: How and why did events happen, what choices did people have at each step? RSE-1 Self-care support and safety- SSS1, SSS2 2 The world we live in – WILI1, WILI3 managing feelings embedded ART: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] P.E.: REAL PE	Literacy: Instructions and recipes, Myths and Legends Numeracy: Science: Keeping Fit and Healthy (Science Bug LKS2) RE Places of Worship :What do Muslims do in a mosque? What do Christians do in Church? What do Jews do in a synagogue? DT: Cooking Life Skills: Plan, shop and cook a healthy meal within a budget. RSE- 1 Healthy lifestyles-HL1, HL3 2 Changing and growing CG3 managing feelings discrete and embedded ART: Explore the work of great artists, architects and designers in history P.E.: REAL PE

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■ The school is in the process of developing its approach to some foundation subjects in the curriculum. Currently, pupils are not learning as well as they could across the entire curriculum. The school should prioritise the ambitious design and sequencing of these subject areas and ensure that staff have the knowledge and training to implement the curriculum consistently well.

- During an interview with Ofsted inspectors, the subject leads for the Humanities subject shared their thoughts on the Humanities curriculum and shared our goals and ambitions for our children.
- Ofsted rightfully pointed out that our goals and ambitions would be difficult to meet through the current curriculum.
- Ofsted were supportive of Westfield staff and stated that they believed the staff here had a secure understanding of the children in our care and their primary needs.
- Ofsted encouraged us to develop a curriculum that was designed by Westfield, for Westfield and demonstrated our understanding of the children as opposed to being a “ticking boxes” exercise.

Matthew Parker – School Improvement



Initial question – Now that Ofsted have given you more freedom over the curriculum, what do you actually want from this curriculum?

To share the intent of SLT and subject leaders for Humanities (and how Humanities transitioned into Living in the World.)

- Developing life skills.
- Being involved in the community.
- Developing social skills and social awareness
- British Values.
- Understanding Rights & Responsibilities
- To support our children to become well – rounded human beings.
- To provide children with opportunities for different life experiences.
- To be relevant to the children and provide opportunities for needs relevant learning.
- To provide a curriculum that is flexible as well as being meaningful/purposeful.

The “No-no” list.

- Boring
- Irrelevant
- Too prescriptive
- Data driven

We then decided to break these down into categories and developed our 6 strands for a new curriculum.

Life skills are abilities for adaptive and positive behaviour that enable humans to deal effectively with the demands and challenges of life.

Rights are freedoms we have that are protected by our laws, while responsibilities are duties or things that we should do

We promote British Values; **democracy, rule of law, individual liberty, and mutual respect**, for responsible citizenship in a diverse society.



Self-care is the practice of individuals looking after their own health

The World Around Us - Encourages children's natural curiosity and answers some of their questions about the world from the perspectives of Geography, History, and Science and Technology.

Community involvement is meaningful, consistent participation in activities that support and improve upon social wellbeing.

In your groups, look at your post – it notes and see if many of your ideas fit into one of those six categories. Any that don't fit into a category, mention to us so we can explore them together!



Now that we had our initial six strands, it was time to develop the curriculum more formally.

We are going to hand out copies of the new curriculum and give you some time to have a look at it before we discuss the implementation.

Thank you
for coming!!