

# Pownall Green Primary School

*Love learning, love life!*

## ONLINE SUBJECT LEADERSHIP TEAM 2023-24



### Humanities and Languages Team 2023-24

Over the 2023-24 academic year, our humanities team have been 'on-line'. They have taken part in a CPD programme to develop their subject leadership skills as well as leading a school improvement project in their subject areas.

Our humanities team is made up of the subject leaders from: History, Geography, RE, French, EYFS

# History

## Actions

- 1. To enrich the curriculum through learning outside the classroom**
  - Investigate educational visits, visitors and the use of AR
- 2. To develop writing through a focus on spelling**
  - Develop the spelling of tier 3 vocabulary
- 3. To develop retrieval resources eg QQT**
  - Create resources



## Impact

- The Scheme of Work has been developed to ensure the key knowledge and vocabulary that children need to learn is concise and shows clear progression.
- Children have a greater knowledge of key historical figures from around the world.
- Through research, children discovered the cross-curricular links between the humanity subjects. E.g. History through art (Renee Magritte).

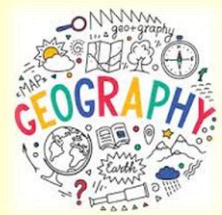
## Future steps

- Children will be able to recall and use key historical vocabulary in different contexts.
- To continue to use developing technology to explore historical concepts.
- Children will continue to present their work to a high standard whilst applying their spelling, punctuation and grammar skills.

# Geography

## Actions

- 1. To enrich the curriculum through learning outside the classroom**
  - Investigate educational visits, visitors and the use of AR
- 2. To develop writing through a focus on spelling**
  - Develop the spelling of tier 3 vocabulary
- 3. To develop skills of new subject leader**
  - Handover meeting with previous subject leader
  - Deep dive with DHT and HT- include book look, lesson visits, talking to pupils



## Impact

- Children have a greater knowledge and understanding of French-speaking countries in the world.
- Children are more aware of differences in countries around the world (eg. religions, culture, food, environmental impact).
- Children are more aware of their own responsibility to contribute towards stopping climate change.

## Future steps

- To continue to inspire children to make a change in their own lives to help protect the environment.
- Children need to be more aware of key vocabulary and how to use it in different contexts, rather than just the one they have learnt it in. This will develop skills rather than just knowledge.
- Children should be confident and enthusiastic when using maps and atlases.

# Religious Education

## Actions

- 1. To enrich the curriculum through learning outside the classroom**
  - Link with Ethnic Diversity Service to invite visitors into school and organise visits to places of worship
- 2. To develop writing through a focus on spelling**
  - Develop the spelling of tier 3 vocabulary
- 3. To evaluate the quality of teaching and learning in RE as a new subject leader**
  - Deep dive to evaluate quality of teaching and learning in RE



## Impact

- Trips have taken place and greater links have been made with new places of worship. Year 2 and Year 5 both visited Cheadle Mosque.
- Many year groups visited Michael's Church at Easter time.
- Further links have been made with St Michael's church and their link. This school link has been into school to enhance the curriculum.
- Many year groups have been using glossaries at the start of the topic to develop vocabulary across the topics.
- Through theme week children have become more aware of Religious beliefs in a wider number of countries.
- Year groups are adhering to the Stockport Syllabus for RE and its individual topics. These overarching questions can be clearly seen, especially through the use of RE booklets.

## Future steps

- To further develop key vocabulary across topics. Ensure glossaries are being used at an age appropriate level.
- To support staff to further develop task design linked to the gradual release model.
- Continue to make further links with other places of worship and the Ethnic Diversity Service within Stockport.



# Early Years Foundation Stage

## Actions

- 1. To enrich the early years curriculum and provision as a whole cohort/unit**
  - Teachers will work with flexible groups
  - Children will be mixed across the cohort
  - Complete a provision audit
  - Implement objective-led planning
- 2. To raise the number of children who reach the expected level of development in writing**
  - Implement "Drawing Club" writing focus
  - Implement "Think Equal" programme to focus on PSED
  - Utilise "Widget" to support vocabulary acquisition
- 3. To develop the role and understanding of the enabling adults**
  - Staff will have key children
  - Further training for all staff led by One Education and other providers eg SHREC



## Impact

- 90% of children achieved the writing Early Learning Goal.
- Through the implementation of Drawing Club, children's imagination and confidence has increased resulting in higher end of year data.
- Both Reception classes have had the opportunity to regularly mix across the unit during both teacher input and Continuous Provision. This has resulted in strong relationships between staff and children whilst supporting the children's PSHE wellbeing.

## Future steps

- To implement the new 'Ready, Steady, Write' scheme of work.
- To continue to work as a unit, rather than individual classes.
- To monitor and evaluate the effectiveness of key questioning when working with children.