**We explore Humanities at Grove Road**

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| **Wonder +****Ask** |  | **Discover +Investigate** |  |   **Explain +Describe****Stem Sentences *(to use throughout)*** **I can see \_\_\_\_\_\_\_.I think \_\_\_\_\_\_\_ because \_\_\_\_\_\_\_.I wonder \_\_\_\_\_\_\_.Why/how/what/where \_\_\_\_\_\_\_?To find out \_\_\_\_\_\_\_ we could \_\_\_\_\_\_\_.****I was feeling \_\_\_\_\_\_\_\_\_\_\_\_ so I helped myself / my friend by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****I found out that\_\_\_\_\_\_\_.I was surprised when \_\_\_\_\_\_\_ because \_\_\_\_\_\_\_.I noticed that \_\_\_\_\_\_\_.The similarities/differences between \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ are \_\_\_\_\_\_\_.Based on \_\_\_\_\_\_\_ I can conclude that \_\_\_\_\_\_\_.**Key Vocabulary: Ensure that key vocabulary is collected, displayed and referred to each lesson.  |
| *‘Way in’ to a Humanities investigation. RE enquiry.Capture the children’s curiosity.*  |  | *Children discover and learn about today’s learning point. Research and practical explorations are carried out here.*  |  | *Children reflect upon, record and share their learning.* *Children are encouraged to share their opinions.*  |
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| I see, I think, I wonder. Display an object/picture/artefact/event/trips/ video or other exciting ‘way-in’ to a Humanities topic.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? |  | Key Humanities questions are answered through a series of practical explorations and research.Kagan structures support cooperative discovery and discussion e.g jigsawKey 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.**Assessment*** RE syllabus ladders
* Observations of children
* Seesaw
* End of topic quiz
* Scholar pack – summative assessment

 Opportunities are created for children to record their learning. |
| Checking for Understanding Reflection – mid way through the lesson.Identify and address misconceptions. Use colour tags to assess children’s understanding. |
|   |  |  |  |  |  |  |  | **Planning Tools*** North Yorkshire syllabus for RE
* Rising Stars for Geography and History
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| **The Learning EnvironmentWorking Wall:** Displayed as a journey and added to each week. *Stimulating questions, key vocabulary, stem sentences and work/findings/pictures from lessons.* **The ‘feel’:** Enthusiasm for Humanities is clear! Children are engaged, excited and curious.  |