

Ellie the Enterprising Elephant

ENTERPRISING CREATIVE CONTRIBUTORS

*I use good ideas to make things
I solve different problems in different ways
I make the most of every opportunity
I take sensible risks to make things better
I can be a leader AND let others lead
I can explain my ideas in different ways
I help others
I can work and play in a team*



Harold the Healthy Hamster

HEALTHY CONFIDENT INDIVIDUALS

*I have firm values and develop my own beliefs
I respect myself and others - making and keeping friends
I understand that mistakes help me learn
I am happy, healthy and safe
I think before I say or do something
I am becoming more confident - I perform in front of others
I try to do things independently*



Edna the Ethical Eagle

ETHICAL INFORMED CITIZENS

*I can make up my own mind
I know that there are good and bad things happening
I care about the rights of all children
I understand that my actions impact on others
I know about people and places around the world
I believe that we are all different but equal
I care for the environment
I am a citizen of Wales
I know my views are important*



Arty the Ambitious Ant

AMBITIOUS CAPABLE LEARNERS

*I always try to be the best I can
I always use what I have learnt
I ask questions and work things out
I talk about what I know in English and Welsh
I explain what I have learnt
I use numbers in different activities
I use numbers to understand data
I use different technology*



PENGELLI PRIMARY SCHOOL

REACH FOR THE STARS CURRICULUM 2022

HUMANITIES OVERVIEW

Talaat, Helen

Approach to design

There is flexibility in how a school may decide to structure its curriculum, such as an integrated, multidisciplinary, interdisciplinary or disciplinary approach. Across the learners' journey from 3 to 16, schools should provide a broad and balanced curriculum of knowledge, skills and experiences linked to history; geography; religion, values and ethics; business studies and social studies. A fundamental aspect is a professional understanding of the purpose of different disciplines and their interrelationship within this Area.

Schools curriculum design should consider the following key principles when selecting content:

- local, national and the wider world perspectives
- coverage/range
- coherence
- rigour
- focus
- sensitivity.

Coverage/range

- Select a range of periods that have had considerable effects on humanity and the world in the past and present.
- Select a range of events, ideas, beliefs, people and processes that have had considerable effects on humanity and the world in the past and present.
- Focus on the experiences of ordinary people, including those who have traditionally been underrepresented.
- Select a range of contemporary events and changes of moral, political, social, economic, religious, environmental or cultural significance – there can be a flexible approach to studying historical periods, and it is not the case that learners at particular progression steps should study periods in chronological order.

History

School curriculum design should:

- develop an understanding of the discipline and its value
- develop understanding of, and respect for, the notion of truth and for people in the past
- develop an appreciation of the past on different scales, which allows learners to orientate themselves in time
- develop historical interpretation understanding and source-based skills
- develop rich content across the time periods, through which learners can develop an understanding of chronology through exploring cause and effect, change and continuity, similarity and difference, interpretations, the use of evidence and historical significance
- develop a rich context for exploring the concepts of governance, economy, power, leadership, diversity; culture, ethnicity, equality and inequality, justice, rights, conquest, social, political and economic ideologies, social organisation and structures, trade, agriculture and industry, power and protest, peace, conflict and cooperation, revolution, devolution and empire
- expose learners of all ages to a range of historical periods on a local, national and global scale, making the links and connections that support the development of a detailed chronological 'map' of the past.

Geography

School curriculum design should:

- develop an understanding of the discipline and its value
- provide rich content for exploring physical and human landscapes, and a context for the causes and consequences of physical and human inter-relationships and interdependence which characterise our modern world

- provide a rich context for exploring the issues of sustainability, climate change, energy choices, nature, natural hazards and disasters and hazard risks, pollution, scarcity of natural resources, food security, population, identity, ethnicity, migration, settlements, globalisation, consumerism and trade, initiatives to tackle poverty, inequality and injustice, contrasts between countries at different levels of development
- equip learners with the skills to question, use and analyse maps, images, and Geographical Information Systems
- equip learners with the skills to formulate research questions, and to collect, manipulate and present data so they can evaluate and think critically about problems and issues.

Religion, values and ethics

School curriculum design should:

- develop an understanding of the discipline and its value
- provide rich contexts for learners to be curious, to explore ultimate questions, and to search for an understanding of the human condition, as well as providing opportunities for learners to reflect, and to experience awe and wonder, in a range of meaningful real-world contexts
- develop rich contexts for enquiry into the concepts of religion, worldviews, secularity, spirituality, life stance, identity and culture to develop learners' well-rounded understanding of religious and non-religious worldviews
- provide rich contexts for engaging with concepts of belief, faith, truth, purpose, meaning, knowledge, sources of authority, self, origin, life, death and Ultimate Reality which enables learners to develop an understanding of personal and institutional worldviews about the nature of life and the world around them
- develop rich contexts for exploring the concepts of identity, belonging, relationships, community, *cynefin*, diversity, *pluralism* and interconnectedness which can enable learners to gain a sense of self and develop spirituality
- explore the concepts of equality, sustainability, tolerance, freedom, prejudice, discrimination, extremism, good and evil which can give learners an insight into the challenges and opportunities that face societies
- reflect the concepts and contexts of religiosity, practice, ritual, tradition, worship, sacredness, symbolism and celebration to develop learners' understanding of lived religion and belief
- provide rich contexts for exploring the concepts of ethics, morality, justice, responsibilities, authority, humanity, rights, values and social action
- develop an understanding of lived religion and belief through the exploration of the key concepts.

Social studies

School curriculum design should:

- develop an understanding of the discipline and its value
- encourage conceptual understanding of the world by learning about people and their values, in different times, places and circumstances
- provide rich contexts to explore social issues, identity, rights and responsibilities, and social organisation
- encourage active participation and engagement with social issues through social enquiry, discussions and social action
- develop an understanding of how systems of government in Wales operate and affect people's lives, and how they compare with other systems
- explore the concepts of governance, rights, equality, inequality, ethnicity, gender and poverty.

Business studies

School curriculum design should:

- develop an understanding of the discipline and its value
- expose learners to the economic reality that shapes the Welsh and global economies, enabling them to appreciate that this reality is constantly changing and to appreciate the impact it has on people's lives and the environment
- examine the strengths and areas for improvement, successes and failures of businesses and economies, while developing an understanding of the factors that shape the prosperity of communities and thereby people's prospects for the future

- explore the current Welsh economy, including consumption, production, the welfare of people at work, the impact of innovation and technology on businesses and the environment, and the effects of demographic change to the workforce.

A range of opportunities to learn outdoors to:

- experience and reflect on the wonder of the natural world
- engage with a variety of landscapes, historical and geographical features, environments and places
- learn in local natural spaces and historical sites
- conduct enquires and fieldwork both independently and collaboratively, in partnership with organisations, groups and individuals when appropriate
- engage with historical, cultural and religious sites, including places that are significant to those whom faith and belief are important.

A range of opportunities to visit and explore including:

- cultural and heritage sites, e.g. ancient monuments, religious sites and historical sites that have particular potential to provide stimulating contexts for learning
- libraries, archives and museums
- places of political, religious or spiritual significance
- businesses and places of work
- virtual venues that have particular potential to provide stimulating contexts for learning.

A range of opportunities to engage with:

- structured enquiry and cooperative learning
- artefacts and texts of historic and religious significance
- digital and physical media and technology
- stories, art, drama, dance, music and food that have particular potential to provide stimulating contexts for learning
- individuals, experts, groups and organisations that have particular potential to provide stimulating contexts for learning
- heritage professionals and developing a recognition of value of heritage sites /galleries/museums
- people who experience lived religion and worldviews
- political, business, community and/or cultural leaders
- groups and organisations such as charities, pressure groups and non-profit organisations.

A range of opportunities to observe or participate in:

- key celebrations, traditions and the diverse cultures in Wales
- formal and informal debates
- enterprise and entrepreneurial activities
- social action projects
- key celebrations, traditions and ways of life in the wider world.

Statements of what matters HUMANITIES

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.

The learners' journey through this Area will encourage enquiry and discovery, as they are challenged to be curious and to question, to think critically and to reflect upon evidence. An enquiring mind stimulates new and creative thinking, through which learners can gain a deeper understanding of the concepts underpinning humanities, and their application in local, national and global contexts. Such thinking can help learners to understand human experiences and the natural world better.

Appropriate disciplinary approaches, including **digital humanities** will help learners gather, justify, present, analyse, and evaluate a range of evidence. Interpreting and synthesising information will help learners build upon what they have already learned and further inform their understanding of the world. By thinking critically about their discoveries, learners can then draw informed conclusions, but also understand that some conclusions can only be partial or inconclusive and open to different interpretations. They will need to reflect carefully in order to improve their methodology and extend or deepen their enquiry.

Enquiry is more than an academic exercise; it enables reflection, which can help learners understand the human condition. This, in turn, can add meaning to learners' own lives and contribute to their sense of place and worldview.

This aspect of the Area will encourage the exploration of concepts, including questioning, evidence, evaluation, ethics and judgements.

Events and human experiences are complex, and are perceived, interpreted and represented in different ways.

We encounter and make sense of the world through a variety of events and experiences. Humanities encourages learners to critically review the ways these events and experiences are perceived, interpreted and represented. As they form their own informed viewpoints and recognise those of others, learners can also develop self-awareness.

Learning how various worldviews and factors can influence their own and others' perceptions and interpretations will encourage learners to develop an appreciation of how contexts influence the constructions of narratives and representations. By exploring how and why interpretations may differ and by critical understanding of a range of interpretations and representations derived from a variety of evidence, they will be better placed to evaluate their validity.

This aspect of the Area will encourage the exploration of concepts, including seeking meaning, making judgements, **ultimate** and philosophical questions, representations, perspectives, interpretations, significance and validity.

Our natural world is diverse and dynamic, influenced by processes and human actions.

Experiencing the wonder of the natural world can contribute to learners' spiritual development and well-being, and can help to cultivate in them a sense of place and sense of belonging, as embodied in the Welsh word **cynefin**.

Nurturing curiosity can help learners understand and appreciate how and why places, landscapes and environments in their locality and elsewhere in Wales, as well as in the wider world, are changing. This in turn will enable learners to identify what makes places and spaces distinct, and to

develop an awareness of the interconnections between humans and their environment in both contemporary and historical contexts. Consequently, learners will be in a better position to make connections between the past and present, and to consider possible futures.

Developing an understanding of how human actions in the past and present can affect interrelationships between the natural world and people will heighten learners' awareness of how the future sustainability of our world is influenced by the impact of those actions. It will also encourage learners to understand, as producers and consumers, their own impact on the natural world. In addition, an exploration of a range of beliefs, philosophies and worldviews about the natural world can help learners realise how these influence people's interactions with the world.

This aspect of the Area encourages learners to explore concepts, including the interrelationships between humans and the natural world, cause and effect, change and continuity, significance, place, space and physical processes.

Human societies are complex and diverse, and shaped by human actions and beliefs.

An appreciation of identity, heritage and **cynefin** can influence learners emotionally and spiritually, and help build their sense of self and of belonging. Through an understanding of themselves, learners develop their own identity and an awareness of how they, as individuals, can shape the communities in which they live. Consequently, learners will come to realise that the choices we all make, individually and collectively, can have major impacts on society.

Through consistent exposure to the story of their locality and the story of Wales, as well as to the story of the wider world, learners can develop an understanding of the complex, **pluralistic** and diverse nature of societies, past and present.

Over time, places, communities and societies evolve, experiencing continuity and change that has affected, and continues to affect, their own and other people's lives. As they explore this, learners can come to appreciate how this evolution is driven by the interplay between a range of factors, including environmental, economic, social, political and cultural processes, human actions and religious and non-religious beliefs and worldviews. It will also help them build an understanding of the causes, consequences and significance of the changes and interrelationships that have shaped societies at different levels of development.

Experiences in this Area can encourage a critical understanding of how societies are and have been organised, structured and led, in the learners' own locality and in Wales, as well as in the wider world. Societies are characterised by a range of cultural, linguistic, economic, legal and political norms and values. They are also dynamic, both driving and reacting to changes on a local, national and global scale. Learners can explore the connections and interdependence between such societies in the past and present, in the context of a globalised world. Further engagement will also encourage them to explore – and develop a tolerant and empathetic understanding of – the varied beliefs, values, traditions and ethics that underpin and shape human society.

This aspect of the Area encourages learners to explore concepts, including chronology, change and continuity, diversity, cause and effect, interconnectedness, community, identity and belonging, authority and **governance**.

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Experiences in this Area can help learners develop an understanding of their responsibilities as citizens of Wales and the wider interconnected world, and of the importance of creating a just and sustainable future for themselves and their local, national and global communities. Exploration of the humanities encourages learners to be active, informed, and responsible citizens and consumers, who can identify with and contribute to their communities, and who can engage with the past, contemporary and anticipated challenges and opportunities facing them, their communities and Wales, as well as the wider world.

This Area will encourage learners to understand the interconnected nature of economic, environmental and social sustainability; justice and authority; and the need to live in and contribute to a fair and inclusive society. Experiences in this Area will also help learners develop an awareness of their own rights, needs, concerns and feelings, and those of others, and of the role such an awareness plays in the creation of a sustainable and interconnected world.

Questioning and evaluating existing responses to challenges and opportunities can encourage learners to develop as self-aware, informed, ethical global citizens, who critically reflect on their own and others' beliefs, values and attitudes. Experiences in this Area will also help learners to consider the impact of their actions when making choices and exercising their democratic rights and responsibilities. These experiences will also underline the need for learners to be able to justify their decisions when acting socially, politically, economically and entrepreneurially. This can enable learners to take committed social action as caring, participative citizens of their local, national and global communities, showing an understanding of and commitment to justice, diversity and the protection of the environment. By responding to challenges, and taking opportunities for social and sustainable action, they can create meaning and purpose in their own lives.

This aspect of the Area encourages learners to explore concepts, including citizenship, authority and **governance**, interconnectedness, justice and equality, enterprise, rights, and **social action** and responsibility.

HUMANITIES DESCRIPTIONS OF LEARNING

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.

Progression step 1	Progression step 2	Progression step 3
I can, through play, explore, discover and begin to ask simple questions and offer possible answers based on previous experiences. I have experienced a range of stimuli that have enthused and inspired me to imagine and be curious about my locality and Wales, as well as the wider world.	I have been curious and made suggestions for possible enquiries and have asked and responded to a range of questions during an enquiry. I have experienced a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and with growing independence.	I can use my experiences, knowledge and beliefs to generate ideas and frame enquiries. I have actively engaged with a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and independently.
I am beginning to communicate my observations in simple ways.	I can collect and record information and data from given sources. I can then sort and group my findings using different criteria.	I can use appropriate methods to gather information related to my enquiries and I am able to interpret the information obtained in the context of the enquiry question.
	I can recognise the difference between facts and beliefs.	I can understand the difference between facts, opinions and beliefs, and consider how this may affect the importance and usefulness of evidence. I can reflect on the strengths and weaknesses of the approaches I have taken to my enquiries.
I am beginning to communicate my findings in simple ways.	I can present what I have discovered in a variety of ways and draw simple conclusions.	I can present my findings in a variety of ways, drawing conclusions and making judgements based on the evidence used.

Progression step 4

I can use my experiences, knowledge and beliefs to generate ideas independently and frame enquiries, using a range of research approaches when required.
I can analyse, present and reflect on my findings, describing patterns and explaining relationships across data and sources.
I can analyse the usefulness and consider the reliability and validity of a range of evidence relating to my enquiry. I can reflect on the approaches I have taken to enquiries and identify areas of improvement for future enquiries.
I can draw considered and reasoned conclusions to my enquiries, while understanding that other people may form different conclusions from the available evidence.

Events and human experiences are complex, and are perceived, interpreted and represented in different ways.

Progression step 1	Progression step 2	Progression step 3
I can form and express simple opinions about my likes and dislikes.	I can form and express opinions about something that is important to me, considering my own ideas, feelings and those of others. I can recognise and explain that my opinions and the opinions of others have value. I can recognise that opinions may change over time. I am beginning to recognise other people's feelings and viewpoints about familiar events or experiences.	I can form, express and discuss my own opinions on a range of issues after considering evidence and the views of others. I can infer and compare people's opinions, viewpoints and interpretations from sources and evidence.
		I can use evidence to explain how aspects of the past have been represented and interpreted in different ways. I can begin to understand that interpretations are influenced by identity, experiences, viewpoints and beliefs.

Progression step 4
I can express, discuss and justify my personal opinions and understand that interpretations can change over time, especially in the light of new evidence or when approached from a different perspective. I can infer and evaluate opinions, viewpoints and interpretations from a range of sources and evidence in order to develop my own informed judgements. I can explain, using a range of evidence, why people have different interpretations and that interpretations are influenced by the availability, validity and credibility of evidence, identity, experiences, viewpoints and beliefs.

Our natural world is diverse and dynamic, influenced by processes and human actions.

Progression step 1	Progression step 2	Progression step 3
I am beginning to recognise the effects that I have on the natural world. I can recognise why places are important to me.	I can describe how people and the natural world may impact on each other. I can describe how places, spaces, environments and landscapes are important to different people and for different reasons.	I can describe and give simple explanations about the impact of human actions on the natural world in the past and present. I can describe and give simple explanations about the impact that physical processes have had on people, places and landscapes in the past and present. I can describe and give simple explanations on how and why some places, spaces, environments and landscapes are especially important to different people and for different reasons.
I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me.	I can recognise the distinct physical features of places, environments and landscapes in my locality and in Wales, as well as in the wider world.	I can locate and give simple explanations for the distinctive features of places, spaces and landforms in my locality and in Wales, as well as in the wider world.
	I can describe how and where some places and environments are similar, and others are different.	I can describe spatial patterns of places, environments and landforms in my locality and in Wales, as well as in the wider world.
	I can recognise the distinctive features of places, environments and landforms, and how these may change.	I can give simple descriptions of how places, spaces, environments and landforms have changed over time. I can give simple descriptions of the processes that lead to change in the natural world.

Progression step 4
I can understand and explain how human actions affect the physical processes that shape places, spaces, environments and landforms over time. I can understand the range of factors that affect the interrelationships between humans and physical processes. I can understand and explain how significant places, spaces environments and landforms in the natural world are associated with economic, historical, political, and religious and non-religious beliefs and practices.
I can describe and explain the distinctive features of places, spaces and landscapes at a variety of scales, in my locality and in Wales, as well as in the wider world, along with the processes at work in them.
I can describe and explain why spatial patterns of places, environments and landforms may change over time in my locality and in Wales, as well as in the wider world.

I can describe and explain how places, spaces, environments and landforms have changed over time and outline the processes that cause these changes in the natural world.

Human societies are complex and diverse, and shaped by human actions and beliefs.

Progression step 1	Progression step 2	Progression step 3
I am beginning to identify important events that have happened to me in the past. I am beginning to understand that some events have happened in the past, other events are happening in the present and that more events will happen in the future.	I can sequence events and I am beginning to understand that the past can be divided into periods of time. I can recognise similarities and differences between people's lives, both in the past and present. I can identify aspects of life in my community that have changed over time.	I have an understanding that the past can be divided into periods of time. I also have an understanding that these periods have distinctive features and are different from one another, as well as different from the present. I can describe and explain similarities and differences between people's lives both in the past and present I can describe how some different characteristics of communities and societies have changed, within and across periods of time, in my locality and in Wales, as well as in the wider world.
I am beginning to understand that my actions and those of others have causes and effects.	I have explored some causes and effects of events and changes in my community over time.	I can identify and explain the main causes and effects of events in a range of contexts, and I can recognise how these impact communities and societies.
I can show an awareness of who I am and that I am similar and different to others.	I can explore my identity and compare it with those of others, recognising that society is made up of diverse groups, beliefs and viewpoints.	I can explore a range of ways in which identity is formed and some of the influences that impact upon diversity in society.
I am beginning to develop my awareness of similarities and differences between people.	I have explored and am aware of diversity in communities.	I can describe and explain the ways in which my life is similar and different to others, and I understand that not everyone shares the same experiences, beliefs and viewpoints.
		I have an understanding of how factors in the past and present have shaped my communities.
	I am beginning to understand how my community is governed and why there are rules.	I can understand and describe how my community is governed and how people are represented. I can describe the different ways that countries and societies, including Wales, have been governed in the past and present.
		I can describe some of the relationships, links and connections between a range of societies.

Progression step 4

I can make meaningful connections and comparisons between a broad range of historical periods of time in order to develop a chronological map of the past.

I can use my knowledge and understanding to analyse and explain how different communities and societies have changed over time, in my locality and in Wales, as well as in the wider world.

I can explain and analyse the causes of a range of events and changes in the past and present, and can appreciate how causes can often be interconnected and differ in importance.

I can explain and analyse the effects and consequences of a range of events and changes in the past and present, and understand that they differ in importance.

I can analyse and explain how identity is formed. I can explain the connections between diverse societies.

I can analyse and explain the diverse stories, beliefs and experiences of people in societies in my locality and in Wales, as well as in the wider world.

I can explain and compare how communities have been shaped by the past and I can explain how a range of **factors** contribute to this.

I have an understanding of a range of **governance** systems and how people have been represented at local, national and global levels, including how systems of government in Wales operate both now and in the past, and I can compare and explain differences between these systems.

I can analyse the importance of the relationships, links and connections between a wide range of societies, and I can draw meaningful comparisons and contrasts between them.

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Progression step 1	Progression step 2	Progression step 3
I am beginning to understand that we need to respect others.	I have an awareness of what is right and wrong and that my actions should reflect that. I can understand that not everyone is treated fairly. I am beginning to understand what human rights are and why they are important. I can understand that we need to respect the rights of others.	I have an understanding that injustice and inequality exist in societies. I also have an understanding of what human rights are and why they are important to me and other people. I can explain who is responsible for upholding rights in my locality and in Wales, as well as in the wider world. I also have an understanding that some people are denied their rights. I can recognise that there is a difference between wants, needs and rights.
	I am beginning to appreciate and care for living things and my own environment. I can take care of resources and not waste them, and I am conscious of the importance of creating a sustainable future.	I can understand that there are a range of factors that influence people's behaviour, actions and decisions. I can understand the consequences of my actions and the actions of others, and how these affect local, national and global issues.
I am beginning to understand that my actions and those of others have consequences.	I can recognise the importance of the different rules, roles and responsibilities within the various communities to which I belong.	I can understand that there are a range of factors that influence my and other people's behaviours, actions and decisions, and that these include ethical and moral judgements and viewpoints. I can understand the consequences of my actions and the actions of others, and how these affect my locality and Wales, as well as the wider world. I can participate in decision-making, and I can share opinions and evidence with decision-makers and elected representatives in my community.
	I can contribute actively and constructively to my community. I can recognise that my actions and those of others impact upon communities and the environment.	I have planned and taken an active role in response to challenges and opportunities in my local community, or in Wales or the wider world, and I have done so individually or as part of a team.

Progression step 4

I can explain and analyse why injustice and inequality exist and can do so in a range of contexts.

I can explain the importance of the roles played by individuals, societies, social movements and governments in defending people's human rights.

I can explain the difference between wants, needs and rights, and why some people are denied their rights.

I can explain the connections between past, present and anticipated challenges and opportunities faced by people in my locality and in Wales, as well as in the wider world.

I have an understanding of my own and others' environmental, economic and social responsibilities in creating a sustainable future.

I can analyse and explain that there are a range of factors that influence my and other people's behaviours, actions and decisions, and that these include ethical and moral judgements and viewpoints.

I can make decisions, identify opportunities and plan appropriate action to make my voice heard.

I can discuss and challenge viewpoints of decision-makers and elected representatives in my community and at a national level.

I can analyse and explain the impact of decisions made by individuals, local, national or global governance, and non-governmental organisations on people, their rights and the environment.

I have identified, planned, reflected upon and evaluated the effects of action I have taken in my local community, or in Wales or the wider world, either individually or collaboratively.

Principles of progression

Increasing effectiveness as a learner

As learners make progress within this Area, they will be asking increasingly sophisticated enquiry questions. They will show a greater independence in finding suitable information, making informed predictions and hypotheses, and making judgments including about reliability and utility. They will also become more able to effectively work with others, especially, but not limited to, taking part in social action.

Increasing breadth and depth of knowledge

Progression in the Humanities Area is demonstrated by learners engaging with an increasing breadth and depth of knowledge and underlying concepts. Learners increasingly develop the capacity to organise and make links across propositional knowledge, to identify and develop more powerful concepts related to the area of study, and to make supported judgements in more complex contexts.

Learners connect new ideas and information to knowledge acquired from previous learning from within and outside school and use it to build an increasingly clear and coherent understanding of the world around them.

Deepening understanding of the ideas and disciplines within Areas

Progression within this Area is demonstrated in the early stages as learners experience holistic approaches to exploring the world around them and are supported in shaping an understanding of themselves in the world. Learners will move on to more focused awareness of the lives of others, in their own social context, elsewhere in the world and in different eras. As they move through the continuum of learning, learners have an increased understanding of the defining features of the constituent disciplines (including history; geography; religion, values and ethics; business studies and social studies) and how these can be brought together to provide different lenses through which to view issues and address questions or problems.

Refinement and growing sophistication in the use and application of skills

As learners experience, understand and apply increasingly complex concepts, they show an increasing accuracy and fluency in using a variety of skills identified in the descriptions of learning and statements of what matters.

As they progress, learners will be continually refining and developing a growing sophistication of key disciplinary skills, including those relating to enquiry such as framing questions and using evidence to construct and support an answer, and relating that to representation and interpretation of enquiry results. Progression in this Area is demonstrated through an ability to work with an increasing number and sophistication of sources of information, and a growing understanding of how to resolve contradictory or conflicting accounts.

Making connections and transferring learning into new contexts

Progression in this Area is also characterised through more sophisticated use of relevant skills and the growing ability to transfer existing skills and knowledge into new, and increasingly unfamiliar contexts. As learners progress, they will be able to make links within and between periods and places, identifying similarities and differences, changes and continuities, and use the understanding of concepts to identify connections between new and previous learning. With greater understanding of the world, of other people and their values, in different times, places and circumstances, of their environment and how it has been shaped, learners will demonstrate greater ability to influence events by exercising informed and responsible citizenship.

Increasing effectiveness as a learner

As learners make progress within this Area, they will be asking increasingly sophisticated enquiry questions. They will show a greater independence in finding suitable information, making informed predictions and hypotheses, and making judgments including about reliability and utility. They will also become more able to effectively work with others, especially, but not limited to, taking part in social action.