

Humanities AoLE draft progression steps

Appendix 4

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

Studying the humanities helps learners to identify, understand and analyse the dynamic nature of Wales and the world. Human responsibility for our natural world, can be influenced by diverse beliefs, practices, ethics and philosophies. Innovation, economic and technological developments have shaped and continue to shape our natural world. It is also important to understand how human actions can be influenced by, and affect, the natural environment. Physical processes have major impacts on places, environments, landscapes and the lives of people. Appreciating these complex patterns and connections between the past, present and future is important for the understanding of the cause and consequences of change.

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<p>Learners identify changes that occur over time within their local places, environments, landscapes and the lives of people around them.</p> <p>Learners can describe what has happened or is happening and what might happen next in their own immediate environment.</p> <p>Learners recognise their immediate environment.</p> <p>Learners describe location, weather and seasons.</p>	<p>Learners acknowledge that some aspects of places, environments, landscapes and the lives of people change over time and other aspects stay the same over time.</p> <p>Learners can identify the differences between a cause and a consequence within the natural world.</p> <p>Learners describe their local environment setting in the context of Wales and some of the physical features in Wales.</p> <p>Learners construct maps using a key and appropriate symbols.</p>	<p>Learners recognise and describe changes and continuity that occur in places, environments and the lives of people.</p> <p>Learners identify multiple causes and consequences relating to the natural world and begin to understand how these are linked to people's lives and actions.</p> <p>Learners understand how the world consists of varied environments.</p> <p>Learners identify the impact that human activity has on the environment on a national and international scale.</p> <p>Learners locate places on maps and construct more detailed traditional and digital maps using a key and appropriate symbols</p>	<p>Learners understand and explain that change and continuity can vary in terms of pace and scale and vary in the extent of which they contribute to trends.</p> <p>Learners explain and evaluate the causes and consequences of changes over time and sudden events within the natural world.</p> <p>Learners evaluate different perspectives about the cause of events in the natural world and predict possible consequences.</p> <p>Learners locate places and develop an understanding of place, environment and patterns at a range of scales.</p> <p>Learners understand a range of physical and human processes and their interactions. Learners describe and explain patterns and distributions on a range of scales.</p> <p>Learners describe the location of places and the implications of locations for human activity using traditional and digital cartographic techniques</p>	<p>Learners critically examine how change and continuity do not occur in isolation and are interdependent.</p> <p>Learners categorise multiple causes and consequences, and analyse how they interact.</p> <p>Learners identify and understand the intentional and unintentional consequences within the natural world.</p> <p>Learners understand the complexity and dynamism of the natural world and of the interdependence of people and the natural environment.</p> <p>Learners select and justify methods to represent places, environments and patterns cartographically.</p>

2. Society has been shaped and influenced by human behaviour and beliefs

In the past, societies have been formed and influenced by individuals, communities, political and economic factors, cultural values and religious beliefs and practices. Societies have experienced continuity and change that affected people's lives, in Wales and the wider world. The causes and consequences of human interactions in the past have shaped the world and how it has developed in different times and places. Exploring past human interactions has intrinsic value.

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<p>Learners develop a sense of past culture including what it means to be Welsh. Learners develop an awareness and sense of time. Learners describe what has happened and the passage of time. Learners recognise and describe special times or events in their lives and for family or friends and can recognise changes in their own lives and abilities. Learners recognise that people may believe different things and practise their beliefs in different ways.</p>	<p>Learners identify past cultural practices within different communities within Wales and the wider world. Learners sequence events and understand that the past can be divided into broad periods. Learners acknowledge that societies are not fixed, that there are changes, which have occurred spanning centuries. They recognise that one way changes can be identified is by looking at developments over time. They identify similarities and differences between two time periods or in their immediate environment and give descriptions of the changes.</p> <p>Learners describe the differences between a cause and a consequence. They recognise the causes and consequences of past events and/ or human behaviours. Learners understand that society is made up of several groups of people who often believe different things and practise in different ways. These beliefs can influence the way they have lived.</p> <p>Learners understand that religious and non-religious worldviews change over time as a result of factors such as historical events, geographical and societal changes and technological developments.</p>	<p>Learners understand that different past cultural practices contribute to the diverse nature of societies. Learners make connections and comparisons about the change and continuity of societies at different points in time and understand how communities have changed.</p> <p>Learners identify the multiple short and long term causes and consequences of past change, including industrial and technological developments. They make links between them and understand how these changes have a positive or negative affect on people's lives and actions. They understand how people have made significant contributions to Welsh society.</p> <p>Learners understand that people share core beliefs and practices but that there can be many differences between them. They identify how these have impacted and influenced actions and decisions of people.</p> <p>Learners understand that religions do not stay the same; they change over time as a result of a number of factors, such as political and cultural differences and historical, geographical, societal and technological changes.</p>	<p>Learners understand how the causes and consequences of past events are significant to the formation and evolution of societies. They understand how systems of government in Wales have changed over time and how these compare with another system.</p> <p>Learners understand that past human behaviour and interactions influence cultural diversity.</p> <p>Learners give reasoned examples to show that change can be described as a flow over a longer period of time in terms of pace, extent, trends or specific turning points and that these flows might have greater importance than the changes individually.</p> <p>Learners analyse relationships across time, place and economy. They explain the positive or negative perspectives about the causes and consequences of past events.</p> <p>Learners understand that the views of people in Wales and the wider world are multi-dimensional and include a range of elements. Learners understand that diverse religious beliefs and practices have impacted on the lives of individuals and societies of Wales and the world. They understand the importance of valuing diversity and respecting each other's right to difference.</p>	<p>Learners can identify and explain the complex nature of past political, economic, social, technological, legal, environmental and religious communities, at different scales.</p> <p>Learners understand the democratic and legal developments in Wales. They understand the different structures and systems for governance in Wales and the wider world and the impact this has had upon societies. They understand how citizens have met their responsibilities and exercised their rights in local, national, and global contexts. Learners critically examine how change and continuity has not been a single process. They understand how cultures have adapted and changed and that this has had consequences for society. Learners analyse links between features of societies across periods of time, the significant changes and similarities over time and draw reasoned and justified conclusions.</p> <p>Learners categorise multiple causes and consequences and analyse how they have interacted. They understand that past causes, consequences and explanations of events significant to Wales and the Welsh people are complex and how and why they were contested.</p> <p>Learners evaluate how conflicts and opportunities arise from different cultural beliefs and practices, and how these have been addressed with differing outcomes.</p> <p>Learners understand that many issues such as progression in science, philosophy, history, sociology and the media, as well as such issues as gender, sexuality, marriage, the environment and the role of religion in education, have challenged peoples' views and beliefs and responses to these issues.</p> <p>Learners evaluate how differences in peoples' beliefs and practises, have allowed them to work and live together in mutual respect and tolerance or whether their differences have made such co-operation challenging</p>

3. Humanity faces many challenges and opportunities, that require informed and considered responses.

Understanding current local, national and global challenges and opportunities is essential to be an ethical and informed citizen. Learners should develop informed views about political, economic, technological, social, religious, cultural and environmental challenges and opportunities that people in Wales and the wider world face. Learners understand that beliefs, experiences and circumstances can influence the varied responses of themselves and others. By engaging with fundamental and philosophical questions about the challenges and opportunities that face humanity, learners will develop the knowledge and skills to form and justify opinions, and understand values, beliefs and viewpoints.

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<p>Learners explore challenges and opportunities that people in Wales and the wider world face.</p> <p>Learners explore and communicate their own experiences about challenges and opportunities explored and how these affect their lives.</p>	<p>Learners identify and explore challenges and opportunities that people in Wales and the wider world face.</p> <p>Learners respond to questions about challenges and opportunities explored.</p> <p>Learners communicate their own opinions about challenges and opportunities explored and recognise that others may think differently.</p>	<p>Learners examine a range of challenges and opportunities that people in Wales and the wider world face are interconnected.</p> <p>Learners formulate questions about and give possible responses to, challenges and opportunities faced.</p> <p>Learners form their own opinion about challenges and opportunities explored, giving justification.</p> <p>Learners understand that beliefs, experiences and circumstances can influence their responses and the varied responses of others.</p>	<p>Learners analyse interconnected and complex challenges and opportunities that people in Wales and the wider world face.</p> <p>Learners investigate and evaluate the responses to fundamental and philosophical questions about the challenges and opportunities that face humanity.</p> <p>Learners develop informed views on challenges and opportunities that people in Wales and the wider world face and are open to having their opinions changed.</p> <p>Learners independently communicate an organised account of a range of opinions about challenges and opportunities explored influenced by beliefs, experiences and circumstances, resulting in a justified conclusion</p>	<p>Learners critically analyse the interdependent nature of challenges and opportunities that people in Wales and the wider world face, and the impact of responses to them.</p> <p>Learners critically analyse the responses to fundamental and philosophical questions about the challenges and opportunities faced.</p> <p>Learners analyse a range of evidence to form an independent and coherent account of their own and other's views resulting in a substantiated and well-balanced conclusion.</p>

4. People view the experiences of humanity through a range of lenses.

Humanities provides learners with a variety of lenses through which they develop an understanding of the human experience. These lenses are drawn from a growing understanding of the disciplines that make up the Humanities, and the way in which they interconnect. They give learners an understanding of how others construct narratives to record and represent the human experience and how to understand, interpret, and represent the experience of humanity themselves. Learners appreciate how and why interpretations and representations are constructed in order to critically question and evaluate their validity.

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<p>Learners recognise the difference between true and false.</p> <p>Learners recognise different viewpoints in familiar experiences.</p>	<p>Learners recognise that some things are 'facts' and some are opinions.</p> <p>Learners identify that human experiences have been viewed and represented in different ways.</p> <p>Learners describe what simple pieces of evidence show them about human experiences.</p>	<p>Learners distinguish between 'fact' and 'opinion' and give reasons for this.</p> <p>Learners recognise that there are different perspectives and ways of viewing human experiences.</p> <p>Learners understand how and why human experiences can be viewed in different ways by different people based on evidence</p> <p>Learners acknowledge the explicit nature of the individual disciplines within Humanities (geography, history, R.E, economics).</p>	<p>Learners consider and justify different viewpoints on human experiences. They identify and understand bias.</p> <p>Learners understand and analyse why human experiences have been interpreted in different ways, all based on the same evidence.</p> <p>Learners evaluate different interpretations that are offered in evidence.</p> <p>Learners understand that there are many ways of interpreting the past and that it is impossible to discover 'what really happened'.</p> <p>Learners recognise that interpretations are narratives of human experiences and not necessarily the reality.</p> <p>Learners identify the similarities/commonalities and differences between the disciplines.</p>	<p>Learners evaluate the credibility, validity and bias in viewpoints and perspectives.</p> <p>Learners critically question why contrasting narratives and interpretations have been constructed from the same evidence.</p> <p>Through the varying disciplines of Humanities, learners apply their knowledge to critically analyse and evaluate interpretations of human experiences using a variety of sources.</p> <p>Learners understand the interconnectedness of the disciplines to allow for a holistic appreciation of human experiences whilst also appreciating that disciplines offer an individual view of these experiences.</p>

5. The process of enquiry allows people to make sense of and engage with the world.

Studying the humanities develops the skills of disciplinary enquiry. Learners pose questions and develop hypothesis across the humanities. By gathering, evaluating and analysing evidence from a range sources, learners can interpret layers of meaning and connect information to attain relevant knowledge to inform their understanding. Through thinking critically and reflectively about the evidence they've analysed, they learn to make coherent, substantiated judgements and responses. Learners critically evaluate the effectiveness of the enquiry process followed and how well it has helped them to make sense of and engage with the world.

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<p>Learners draw on their own personal experiences to respond to physical objects and real events.</p> <p>Learners collect, sort and group physical objects.</p> <p>Learners make and record observations about physical objects and real events.</p>	<p>Learners ask and respond to factual questions about physical objects and real events.</p> <p>Learners choose from evidence provided to gather information and gain ideas to answer specific questions.</p> <p>Learners are aware of the difference between 'facts' and opinions.</p> <p>Learners make judgements about the usefulness of evidence based on the relevance of its content.</p> <p>Learners deduce connections between information gathered from evidence to inform their understanding.</p> <p>Learners communicate their findings, justifying the reasons for their conclusions.</p> <p>Learners identify what did and did not work during their enquiry. Learners make initial connections between the elements of the enquiry process.</p>	<p>Learners use knowledge and experiences to formulate questions in order to begin a line of enquiry or solve a problem.</p> <p>Learners suggest where they might find evidence for themselves.</p> <p>Learners distinguish between 'facts', beliefs and opinions and give reasons for this.</p> <p>Learners identify that there are different interpretations.</p> <p>Learners draw conclusions about the intended purpose of the evidence.</p> <p>Learners consider the validity and reliability of a range of evidence.</p> <p>Learners infer meaning from evidence</p> <p>Learners presents conclusions for their findings and can describe an evidence-supported decision or conclusion based on their enquiry process.</p> <p>When evaluating the enquiry, learners explain the process, giving reasons to support its success. Learners understand that each of these elements work together as part of a larger process of enquiry, and that this process can be used across a variety of questions in the classroom, both ones that are presented in school as well as questions initiated by the learner.</p>	<p>Learners make connections with their knowledge and experiences to formulate a line of enquiry, independently</p> <p>Learners identify and select a variety of evidence independently within Humanities disciplines.</p> <p>Learners identify bias and consider it when evaluating evidence.</p> <p>Learners know the difference between qualitative and quantitative data.</p> <p>Learners evaluate the usefulness and analyse the reliability of evidence based on its content, authorship and purpose.</p> <p>Learners understands the significance of sources of authority and are beginning to assess the impact of them.</p> <p>Learners interpret layers of meaning and connect information to attain relevant knowledge to inform their understanding.</p> <p>When presenting conclusions for their findings, they describe the decision or conclusion they have taken, and understand that it is possible for different people to come to different conclusions even if they use the same evidence.</p> <p>When evaluating the process, learners describe the steps that were taken, what worked and did not work, and suggest how the process or method could be improved, with some reference to success criteria. Learners understand that each of these elements form part of a process of enquiry, that the process requires each of these elements, and that this enquiry process can be applied to answer a variety of questions related to Humanities.</p>	<p>Learners identify and develop a comprehensive line of enquiry to develop hypotheses about the context of study.</p> <p>Learners understand and independently apply/follow the different enquiry methods of humanities disciplines.</p> <p>Learners gather a variety of relevant evidence independently, including quantitative and qualitative data.</p> <p>Learners interpret evidence and infer meaning, and draw conclusions, synthesising a range of evidence.</p> <p>Learners also evaluate the usefulness of the evidence and analyse its reliability based on content, origins, purpose and context.</p> <p>Learners identify weaknesses in selective statistical presentation of data.</p> <p>Learners assess the impact of sources of authority.</p> <p>Learners make coherent, substantiated judgements and responses which are balanced and take into consideration a range of viewpoints.</p> <p>Learners understand that all the elements are critical to enquiry, both within Humanities and more broadly across domains, that the overall integrity of the process depends upon how well each element was carried out, and that the enquiry process can be used to help understand and solve a variety of questions and problems in Wales and the larger world.</p>

6. Citizens should be ethical, informed and engage in life and work

Humanities encourages learners to think critically about ethical, economic, entrepreneurial or social engagement in their communities. Learners will understand their rights and responsibilities as ethical citizens, and the importance of ensuring that they respect the rights of others. Learners understand individuals' legal and moral responsibilities and the consequences of failing to act accordingly. Learners will develop an understanding of identity and self-awareness and are conscious of their own role in society and of the religious, moral and ethical influences on people's lives.

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<p>Learners understand that they have an identity, and that they belong to their immediate communities and that a sense of belonging is important to people. They recognise that they and others have different roles and responsibilities within their communities.</p> <p>Learners communicate their feelings and demonstrate responsibility for themselves and their immediate surroundings.</p> <p>Learners understand that people have different types of jobs and do different types of work. They recognise what is right or wrong. Learners are aware that there are different religions and people are diverse.</p>	<p>Learners develop a sense of identity and that they engage with a range of communities. They understand the importance of roles and responsibilities within those communities.</p> <p>Learners explore the concept of self-realisation and can appreciate alternative views. They demonstrate responsibility and their immediate and wider environment, giving reasons why this is important,</p> <p>Learners understand the consequences of their actions and can recognise that they have to take responsibility for decisions that they make.</p> <p>Learners understand that beliefs impact practices and what is acceptable behaviour (religious and non-religious).</p> <p>Learners will describe the differences between peoples' jobs and work and understand that there are different roles in society. Learners will be given the opportunity to be enterprising and understand what a business is.</p> <p>Learners are aware of ethical issues, e.g. how resources are obtained / created.</p>	<p>Learners understand their own multiple identities and can reflect upon other peoples' identities.</p> <p>They have opportunities to take an active role as a responsible citizen within their local and wider community. Learners give examples of social justice and moral responsibility and make links with how their own choices and behaviour affects local, national and global issues.</p> <p>Learners acknowledge that people have different preferences, views and beliefs and can explain how this can impact and influence their actions and decisions.</p> <p>They explain the concept of a democratic community, including the implementation of rules and laws. They describe a range of jobs and roles that exist within different sectors of the economy.</p> <p>Learners develop entrepreneurial skills through a range of experiences. They identify ethical issues and explore a range of responses.</p>	<p>Learners understand the varying identities of others and the ways in which communities interact. They identify and take an active role as a responsible citizens within their local and wider community. They understand the rights and responsibilities of citizens in Wales and the wider world.</p> <p>Learners compare a range of preferences, views and beliefs. They critically analyse how beliefs impact moral and ethical decision making and contribute to self-realisation. They can identify, plan and implement action recognising the level of effective decisions to maximize impact.</p> <p>Learners can evaluate the process identifying the success of the outcome of their decisions and formulate conclusions.</p> <p>They recognise the impacts of government, democracy, rights and responsibilities within Wales and the wider world and how changes can impact decisions made.</p> <p>They understand the range and importance/hierarchy of jobs and roles within various sectors of the economy. They understand the different roles and functions within businesses and organisations. They will be independent when acting in enterprising and entrepreneurial ways.</p>	<p>Learners describe how communities interact and explain how and why these interactions have evolved. They independently plan and action an active role as responsible and ethical citizens within their local and wider community. They critically analyse and evaluate varying citizenship issues.</p> <p>Learners compare and contrast differing beliefs and practices (religious and non-religious). They develop and support their own ideas and engage with moral and ethical issues in Wales and the wider world.</p> <p>Learners independently identify and implement effective action and critically evaluate the impact and process, reaching substantiated conclusions.</p> <p>Learners have an understanding of the varied range of economic roles in a variety of sectors. They understand the business processes. They develop skills to be able to plan an enterprise activity independently.</p> <p>Learners combine their understanding of ethics, beliefs and values to make reasoned choices and empathise with choices made by others. They have the skills to engage confidently and competently as informed, empathetic, self-aware citizens.</p>