



Humanities - At Middleton we deliver Humanities through the context of RE, Geography and History. We aim to explore the real wider world, religious beliefs, cultures, diversity, historical events, artefacts and important places. We offer an enriched curriculum that allows children to experience different insights to further their understanding and social responsibility of the rapidly changing world around them.



**Everyone at
Middleton is
safe and Happy**



INTENT –

RE – At Middleton the children are given opportunities to develop understanding of a full range of religious traditions, beliefs and practices that are followed in our multi-cultural society. We encourage the promotion of diversity through a wide range of experiences. We explore many cultures throughout our locality - teaching acceptance, allowing children to overcome prejudice, preparing them for adult life, employment and life-long learning.

We aim for our pupils to;

- Develop their own opinions and respect those of others.
- Develop a sense of self and inner peace.
- Acquire knowledge of key events and celebrations held among a range of religions and beliefs.
- Acquire knowledge of key religious leaders and their teachings across a range of religions and beliefs.
- Explore artefacts and objects of importance with curiosity and respect.
- Develop skills associated with conflict resolution so that they may respect differences and live in harmony.
- Develop empathy with others, while valuing their own voice and a right to their own beliefs.

Geography – It is important that our pupils gain confidence in exploring the world around them and practical off site learning experiences play a vital role in the acquisition of geographical knowledge, understanding and skills.

We aim for our pupils to;

- Become confident in moving around and describing their routine and familiar environments.
- Understand their responsibilities and the role they play in looking after and caring for the environment and natural world.
- Identify and understand key features of both familiar and contrasting locations.
- Develop an understanding of simple maps and plans and the use of visual representation.
- Expand their geographical vocabulary, and respond appropriately to positional and directional language.
- Learn about cultural differences across the globe and explore elements of differing cultures through practical learning experiences.
- Learn about natural phenomena's and disasters and how these affect both physical and human environments.
- Develop curiosity of the local environment and the wider world, identifying changes, expressing likes and dislikes and generating questions.

Intent -

History

At Middleton we believe it is important for pupils to gain a knowledge and understanding of Britain's past and that of the wider world. We begin by exploring the past of the pupils themselves and assist them in their comprehension of the passing of time. This area of the curriculum engages pupils interest through it's practical and kinaesthetic approach to the key concepts and bodies of knowledge taught.

We aim for our pupils to;

- Expand, understand and use vocabulary relating to the passing of time.
- Recognise and identify key differences between the past and present.
- Learn about key events which have occurred in their own lifetime.
- Learn about key events and people that have shaped British history.
- Learn about key events and people that have shaped the history of the wider world.
- Explore how people lived in different time zones in history.
- Handle artefacts with curiosity and respect.
- Develop and understanding of chronology and timelines.
- Explore how events in the past and present shape the future
- Inspire pupils' curiosity to know more about the past
- Identify changes through time and compare them to today's world.

Implementation -

- Humanities is taught throughout the school as part of a thematic approach to learning.
- Sessions within the timetable may allow for discreet teaching of the individual subject components of humanities, but it is largely taught as key elements of a wider topic.
- Learning objectives are planned with reference to the M scale descriptors and are sequential in their skill development.
- Pupils experience many aspects of the teaching of humanities through a sensory, practical and kinaesthetic approach to learning.
- Learning is enhanced by a wide range of recourses and opportunities to visit museums and sites of interest outside the school.
- Learning is supported through effective communication with the use of visual supports ie sign, symbol, image and real object where possible.
- Pupils are taught humanities in mixed ability groups.
- Elements of humanities may be taught in a cross- curricular approach ie Greek dancing in PE or making Indian samosas in Food Technology.

Impact -

- Pupils make good and outstanding personal progress when assessed against the M scale framework for Humanities.
- Pupils develop tolerance, understanding and acceptance of beliefs that may differ to their own.
- Pupils acquire knowledge of a range of cultures, beliefs, identities, places and historical influences.
- Pupils develop curiosity and an enthusiasm for learning about worlds that may differ to their own.
- Pupils develop an empathy for others and respect for all. They build upon their own opinions and may begin to justify why they hold their own beliefs.
- Skills acquired through the teaching of humanities are recalled and used effectively in other areas of the curriculum
- Pupils are prepared for the next steps in their learning journey.

Enrichment Opportunities -

Visiting groups/ speakers into school, offsite learning to places of interest, exploration through the use of drama, costumes to assume character roles, tasting of a range of foods, visiting musicians into school, focus weeks, assemblies, school council, environmental projects, use of specialised spaces e.g woodland trail. Visiting community groups e.g; fire brigade. Practical celebrations and re-enactments of important festivals within school, residential school journey.