



Humanities: Intent, Implementation and Impact Statement

Intent:

At Old Park School it is our intention to provide meaningful learning experiences as part of the Humanities curriculum. This assists pupils to develop understanding about the world around them, the past and present and changes over time. Pupils develop their knowledge of their own and world faiths, and gain understanding and awareness of the beliefs, values and traditions of others. Talking and learning about differences in a productive way is important because being aware of when particular Festivals take place, and being able to wish people appropriate greetings, is such a simple way in which we can acknowledge and celebrate the faith, belief and diversity in the communities in which we live.

Our learners experience different religious and non-religious views through appropriate activities centred on the religious/secular calendar of events and festivals. This enhances our pupils' life experience and a sense of themselves and others.

Pupils experience and learn about significant places in the world, the differences and similarities in relation to environments, animals, plants, weather, events in the past, present and near future and people both globally and in their own environment. Pupils experience and learn about significant events, people and culture and also the differences and similarities in relation to our own experiences.

Themes are used to explore the world around us. Although not a discrete timetabled lesson, the thematic approach underpins other curriculum areas. Key Vocabulary needed is embedded throughout the themes. Curriculum enrichment days, also planned, enhance experiences for our pupils. This includes topic days for RE, Geography and History linked to our over-arching themes, festivals and celebrations, and to the religious calendar.

Implementation (Long Term Sequence of Learning)

Its content is linked to the EYFS area 'Understanding the World' and the History/Geography/R.E National Curriculum for KS1 and Early Key Stage 2.

Geography/History linked to Whole School Themes 2025- 2028

Year A- 25/26

Year B- 26/27

Year C- 27/28

| Phase | Year | Autumn | Spring | Summer |
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| Lower | A | On the Farm Humanities link: Harvest Festival | Rainbows Humanities link: | Down in the Jungle Humanities link: |

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| | | Visit to Victorian farm (e.g. Sandwell Valley/Forge Mill) | Daily weather, measuring rainfall, the Northern lights. Explore creating a rainbow experiment. | Tropical rainforests and life within them e.g The Congo Basin in Africa, New Guinea, South east Asia and parts of Australia. |
| | B | Dinosaurs A dinosaur dig Humanities Link: The land before time when the Triassic climate was hot and dry with large deserts. | Fairy Tales Humanities link: History of story telling. Charles Perrault and The Brothers Grimm. Traditional tales told by word of mouth, puppetry or plays. | In the garden Humanities link: Mapping a garden using 3D objects and sensory materials. Fieldwork/mapping |
| | C | Up Up and Away Humanities link: Aviation now and then hot air balloon, (parachute activity) airship, planes and passenger planes. Experiential role play activities. | Magic Carpet Humanities link: A magic carpet ride back to a place in time beyond living memory. (immersive activity) A magic carpet ride to five continents. | On the beach Humanities link: key physical and human features, including: beach, cliff, coast, sea, ocean, river, sand, rocks, pier. Natural and made features seen on the beach and coastline. Victorian beach day: Punch and Judy |
| Middle | A | Carnival of the Animals Geography: where animals come from around the world. children learn the location and names of the continents and oceans around the globe and also about animal habitats and why certain animals live only in certain places. children use books and pre-approved websites to determine their habitat. Locational Knowledge | Around the World History Italian explorer Christopher Columbus and four transatlantic journeys that led to the explorations of North America and the New World. the permanent exploitation and colonisation of the continent, as well as parts of the Caribbean and South America. The arrival in the Americas in 1492, discovering different | Treasure Island Geography: Sailing the seas, treasure trails, sand ,smells, sounds. Use of directional vocabulary in mapping. Five oceans and the creatures that live within them. Geographical skills |

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| | | | types of food that were indigenous to America. Introduction of these foods to Europe, e.g. potatoes, tomatoes, pineapples, turkeys, corn, and cacao. | |
| | B | <p>Guess Who History</p> <p>Significant women in History that have made an impact on society and culture.</p> <p>e.g. Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell, Grace Darling, Amelia Earhart.</p> | <p>I like to move it</p> <p>Geography Human and Physical Geography. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. The four countries of the UK, their capitol cities. Comparison of the features of urban and rural areas. Differences and similarities.</p> | <p>Water, Water everywhere</p> <p>Geography Physical Geography . NC KS1: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles, use basic geographical vocabulary.</p> |
| | C | <p>Home sweet home</p> <p>Geography . Understanding geological features in a small area in the UK. Mapping where we live and surrounding area. Shops and amenities near our homes. Use aerial maps/ Google Earth to recognise landmarks and human and physical features of the local area. Geographical Skills and Fieldwork.</p> | <p>We are going to the circus</p> <p>History: The Victorians and Entertainment</p> <p>Punch and Judy, The music hall, fayres and circus. Children's games: Hoops, marbles, skipping ropes, street games.</p> | <p>Who put the colours in the rainbow</p> <p>Geography: The water cycle, cloud formations, how rainbows and Northern lights (Aurora Borealis) are made.</p> |
| Upper+ Joe | A | <p>Into the woods</p> <p>Geography Mapping and following directions/orienteering to navigate a course through the woods. Plot the locations of different tree species. Identify different birds, insects and other animals in the woods.</p> | <p>Once Upon a Time</p> <p>History Once upon a time in the Black Country 19th/20th Century Canals and tunnels, mining, glass making, local food, school, homes, holidays.</p> | <p>We are community</p> <p>Geography Maps, trails and directions in school and grounds. Making and following trails using clues. Signs and symbols in and</p> |

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| | | Geographical skills and fieldwork | | around school and in the local area Geographical Skills and Fieldwork |
| | B | <p>Blue Planet</p> <p>History Anglo Saxons and Vikings. Viking invasion of the UK (AD 793), how they lived, worked and travelled. Routes the Vikings travelled (from Scandinavia across the North Sea to the British Isles and further to Iceland, Greenland and North America.) How Anglo-Saxon kings in Britain dealt with the invaders.</p> | <p>Mythical Creatures History</p> <p>The Medieval times (Middle Ages) and belief in mythical creatures. Battle of Hastings: 1066 is the focus on a timeline of British history. Study of “coherent chronology” before and after this central event allows study of Vikings <-1066-> Tudors (& discovery of the “New World”) and to venture further e.g. Romans</p> | <p>All aboard the magic bus Geography The continents of the world. Compare and human and physical features of two countries from different continents.</p> <p>Locational knowledge and human and physical features.</p> |
| | C | <p>The world at Night Geography Time zones and geography work together. Students learn about Day and night as phases of a 24-hour period caused by the Earth's rotation on its axis. When a part of the Earth faces the Sun, it experiences daylight, and when it faces away, it experiences darkness or night</p> <p>Nocturnal and Diurnal animals and their habitats. How they avoid predators by being active at night. then their bodies slowly began to change so that they were better equipped to living in darkness!</p> <p>By learning about nocturnal animals, students gain a better understanding of how evolution works, as these animals, will have</p> | <p>Witches and Wizards History The Romans, their Gods and Myths Key gods included Jupiter (king of the gods, Juno (Juno's wife and queen of the gods, and Minerva (goddess of wisdom, Roman myths, like the tale of Romulus and Remus that also provided narratives of Roman history and culture.</p> <p>Roman roads and towns built in the UK after the invasion in AD 43</p> | <p>Circle of Life Geography: the study of natural disasters including volcanos, earthquakes and floods. Impact on the landscape and communities. Human and Physical Geography</p> |

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| | | noticeable characteristics that aid them in being active during the night! | | |
| 14-16 | A | <p>Misty Mountain winding river</p> <p>Geography:</p> <p>Mountains and rivers in the seven continents of the world. Link to the water cycle :</p> <p>Students visit locations in the vicinity to explore waterways, rivers canal system.</p> <p>Physical Geography/Fieldwork</p> | <p>Time Traveller</p> <p>History</p> <p>Different family's past and present. using illustrations, interviews with adults and a range of resources about important events in the past.</p> | <p>Ticket to ride</p> <p>Geography</p> <p>Students research and visit a location in the vicinity. They discover human and physical features, explore mapping the location.</p> <p>Geographical Skills and Fieldwork</p> |
| | B | <p>Starry Night</p> <p>History: Significant explorers in living memory that changed our understanding of the world. E.g. Neil Armstrong- Moon landing, Tim Peake, Earnest Shackleton.</p> | <p>Kings and Queens:</p> <p>History: The Tudors Henry the VIII and his six wives. How they lived, dressed, ate, entertained.</p> | <p>Planes, Trains and Automobiles</p> <p>Geography.</p> <p>Mapping European countries with a travel plan (including the location of Russia)</p> |
| Post 16 | A | <p>Back to the Future</p> <p>History</p> <p>Daily life 1885-2015, e.g. technology, transport, clothes, music. within a chronological framework, identify similarities and differences between ways of life in different periods of time</p> | <p>My Heroes</p> <p>History: 19th/20th Century Heroes Project on the lives of significant individuals in the past who have contributed to national and international achievements e.g Rosa Parks, Emmeline Pankhurst, Albert Einstein, Amy Johnson, Isambard Brunel.</p> | <p>Just Giving</p> <p>Geography: Fair Trade. Focuses on understanding global trade, particularly how people in different parts of the world produce goods like food. Explore the concept of fair trade as a way to ensure producers, like farmers, are paid a fair price and have better working conditions. Students learn about the Fairtrade Mark and how it helps</p> |

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| | | | <p>consumers identify products that are traded fairly.</p> <p>They explore how different climates affect what can be grown, such as bananas in tropical areas and wheat in temperate region</p> |
| B | <p>Space History</p> <p>The history of Space</p> <p>Early space travel experiments by the Soviet Union in the 1940/50's which included the first animal in space, the first animal to orbit the Earth and the launch of the first satellite. space race between the Russians and the USA in the 1960s, which included the Russians putting the first man and first woman in space, and the Americans landing the first man on the moon in 1969. the exploration of Mars, the first British astronaut in space, the discovery of water on Mars, the first British astronaut on the International Space Station and space tourism.</p> | <p>Out and About Geography/History</p> <p>Students research and visit a feature of the local area of Dudley. E.g. The town centre, zoo and castle, Black Country Living Museum and Canal Trust, Red house Glass Cone, Himley Park.</p> <p>Students use mapping skills and make travel plans.</p> | <p>Healthy Living History</p> <p>The history of public health, explores how societal health and hygiene practices have evolved over time, and the impact of government policies. Key themes include the shift from a laissez-faire attitude to government involvement, the development of sanitation systems, and the establishment of the National Health Service</p> |
| C | <p>The story of my life</p> <p>History</p> <p>Student diary/presentation or photographic account. A reflection on their personal/family history.</p> | <p>Music through the Ages</p> <p>History</p> <p>Students explore the timelines of different types of music and significant events which took place in history during that time. (Renaissance, Baroque, Classical,</p> | <p>Wildest Dreams Geography</p> <p>Individual project: Students study a chosen location. They consider travel, clothing/supplies, and look at the physical/human geography of the location.</p> |

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Religious and Cultural Celebrations 2025-2026

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| September 2025 | <ul style="list-style-type: none"> • Al-Mawlid Al-Nabawi: 4th/5th of September 2025: Islam The annual festival commemorating the birthday of the Islamic prophet Muhammad on the traditional date of 12 Rabi' al-Awwal, the third month of the Islamic calendar. Religious poetry is recited in praise of Muhammad accompanied by a feast. Other customs affiliated with Mawlid are fasting, Islamic music and dhikr. Most denominations of Islam approve of the commemoration of Muhammad's birthday |
| | <ul style="list-style-type: none"> • International day of peace (21/9/25) In the modern day, we can look to those who have been peacemakers and peacekeepers to learn what we can each do individually, fostering understanding of diversity of belief and customs of each other to make the world a more peaceful place. |
| | <ul style="list-style-type: none"> • Rosh Hashanah: September 23rd/-24th: Judaism The Jewish New Year, a time of reflection and renewal. Jewish people don't work during Rosh Hashanah, but instead, they pray, share meals with family, and visit large bodies of water. The final tradition is thought to help cleanse any wrongdoings or sins. foods that people eat during Rosh Hashanah. These include challah bread, apples, honey and pomegranate |
| October 2025 | <ul style="list-style-type: none"> • Yom Kippur October 2nd 2025: Judaism The holiest day in Judaism, dedicated to atonement and repentance. This is one of the most important Jewish high holy days. Yom Kippur translates to 'Day of Atonement' in English and is the holiest day of the year for the Jewish people. During Yom Kippur, Jewish people get a chance to put things right with other |

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| | people before asking for God's forgiveness. |
| | <ul style="list-style-type: none"> • Feast of St Francis of Assisi October 4th each year: Christian During the feast, it is popular for people to bring their pets and other animals to church for blessing. He is the patron saint of ecology and of animals Prayer of St Francis: make me an instrument of your peace: where there is hatred, let me sow love; where there is injury, pardon; where there is doubt, faith; where there is despair, hope; where there is darkness, light; where there is sadness, joy. |
| | <ul style="list-style-type: none"> • Harvest Festival: Christian generally celebrated around the 21st October. As a festival, it has been celebrated since ancient times. Early Christianity adopted the Pagan festival Lammas. Lammas means 'loaf mass' and this is when local farmers would bake bread and donate it to the church. The church would then use this bread to feed the most needy. Harvest is an opportunity to show gratitude to God because Christians believe that He is all powerful and controls the weather (climate, sunshine and rainfall). Christians are encouraged to show their appreciation for the fresh food and clean water they have every day. It also helps Christians reflect on this blessing from God and to think about those who are less fortunate than themselves. |
| | <ul style="list-style-type: none"> • Diwali: October 20th 2025 – Hindu: The festival of lights, celebrating the victory of light over darkness. The story of Rama and Sita. The dance often performed before Diwali is Garba, it is a traditional circle dance from Gujarat, India, and is part of the Navratri festival (Nine Nights). Diwali is celebrated over five days. (Day of Fortune) Images of the goddess Lakshmi are worshipped Rangoli, designs may be made of coloured rice, sand or flowers on the floor. (Day of Knowledge) The second day is related to the traditional story of Lord Krishna freeing the world from fear. Hindus rise early. Bath, put on new |

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| | <p>clothes and enjoy a meal with family and friends.</p> <p>(Day of Light) The third day is the main, day of Diwali. Hindus worship Lakshmi, the goddess of wealth, fortune and prosperity. Families light lanterns and Diya to show the triumph of good over evil. Fireworks, sparklers and fairy lights are used.</p> <p>(New Year). Many businesses remain closed. Food is presented in temples as a symbolic offering.</p> <p>(Day of Love between Siblings) The fifth day traditionally focuses on the bond between brothers and sisters. Siblings share their love for each other with a meal and gifts.</p> |
| | <ul style="list-style-type: none"> • Halloween 31st October each year <p>It has roots in the ancient Celtic festival of Samhain, dating back around 2,000 years. Samhain marked the end of harvest and the beginning of winter, and was a time when Celts believed the boundary between the living and dead was thin. Over time, Christian traditions, like All Hallows' Eve, blended with Samhain's customs, leading to the Halloween traditions we know today</p> |
| Half | Term |
| November 2025 | <ul style="list-style-type: none"> • Bonfire Night: Celebrated 5th November each year. <p>We commemorate a historical event in history that has become part of our community celebrations each year. We also learn about keeping safe and having fun.</p> |
| | <ul style="list-style-type: none"> • Remembrance Day 11/11/26 <p>Also known as Armistice Day. Observed in many commonwealth countries to honour those who died in service, particularly in WW1. Over time Remembrance Day has expanded to honour all service members who died in conflicts worldwide. In the Uk Remembrance Sunday is held on the second Sunday in November we commemorate the sacrifices made by brave men and women in times of war, engaging students in meaningful activities that foster reflection and understanding.</p> |

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| | <ul style="list-style-type: none"> • Guru Nanak Gurburab 5th November : Sikh <p>On this day Guru Nanak was born in Nanakana Sahib, now situated in Pakistan. Every year Sikhs celebrate this day with large-scale gatherings. Candles, divas and lights are lit in <u>Gurdwaras</u>. Guru Nanak taught that true peace comes from inner harmony and can only be achieved when we rise above ego, hatred and anger.</p> |
| December 2025 | <ul style="list-style-type: none"> • Advent: 30th November – 24th December: Christian: <p>Marks the beginning of the Christian liturgical year leading up to Christmas. Advent is characterised by four key themes: hope, peace, joy, and love. Each of these themes is typically represented by an Advent candle lit on one of the four Sundays of Advent, with the final candle being lit on Christmas Eve. The Advent wreath is circular representing God's infinite love. Evergreen leaves are used to represent continual life. Traditionally, they are hung on the door to invite the spirit of Christmas to enter the home.</p> |
| | <ul style="list-style-type: none"> • Saint Nicholas Day 6th December: Also 2nd week of Advent: Christian <p>Celebrates Saint Nicholas, the patron saint of children. Nicholas. He was the Bishop of Myra, which is part of modern-day Turkey, and lived from 270 to 343. While he's the patron saint of sailors, merchants, repentant thieves, children and students, he is best known as the model for Santa Claus because he had a reputation for secret gift-giving.</p> |
| Spring | Term |
| January 2026 | <p>Christian New Year</p> <p>For Christians, the New Year is a time for reflection, spiritual renewal, and looking to the future with faith and hope. It's a period to consider the past, seek forgiveness, and set intentions for the coming year with a renewed focus on faith and relationship with God. Some Christians use New Year's Day as a time to remember the teachings of Jesus and to look to the future with optimism</p> |
| | World Religion day: 18th January 2026 |

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| | <p>The purpose of this day is “to call attention to the harmony of spiritual principles and the oneness of the world's religions and to emphasize that world religion is the motivating force for world unity.” It seeks to increase communication among people of all religions.</p> |
| | <p>Lohri 13th January 2026: Hindu, seasonal and traditional celebration</p> <p>is a popular Punjabi festival and marks the start of the harvest season. Observances: Bonfire, song and dance.</p> <p>There are legends associated with Lohri, one of which includes Dulha Bhatti. Dhula Bhatti was a Robin Hood-type figure who stole from the rich to give to the poor. Lots of Lohri songs include words of gratitude towards Dhula Bhatti.</p> |
| February 2026 | <ul style="list-style-type: none"> • Shrove Tuesday/ Ash Wednesday 17/02/26: Christian <p>Shrove Tuesday (also known as Pancake Day) is a Christian celebration that takes place on the day before Ash Wednesday, with many Christians seeing the day as an opportunity for self-reflection, before the start of Lent. As Shrove Tuesday is the last day before Lent, it is often viewed as an opportunity for Christians to indulge in foods that they may choose to give up as their Lenten sacrifice</p> |
| | <ul style="list-style-type: none"> • Chinese New Year (runs from 17th-21st) The year of the Horse. <p>Chinese New Year, also known as the Spring Festival, is one of the most important and widely celebrated holidays in Chinese culture. It is a time for family reunions, feasting, and honouring traditions. Both Taoist and Buddhist practices play significant roles in the celebrations, as they are deeply intertwined with Chinese cultural and spiritual life. The New Year celebration is centred around removing the bad and the old and welcoming in the new and the good. It is the time for worshipping ancestors, exorcise evil spirits and pray for a good harvest. The story of ‘the Great race’ can be taught in a cross curricular way.</p> |

| Half | Term |
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| February 2026 | <p>Ramadan is expected to take place from the evening of Tuesday 17th February to Wednesday 18th March, with exact dates to be confirmed: Islam</p> <p>a time for reflection where Muslims around the world self-introspect and look to build a deeper connection with Allah. It's a month dedicated to devotion, where people work towards purifying their hearts and souls through acts of worship, fasting, prayer and recitation of the Quran.</p> |
| | <ul style="list-style-type: none"> • International Mother Language Day 21/02/26 celebrates the linguistic diversity of cultures worldwide. |
| March 2026 | <ul style="list-style-type: none"> • The Lantern Festival, also called Shangyuan Festival and Cap Go Meh, is a Chinese traditional festival celebrated on the fifteenth day of the first month in the lunisolar Chinese calendar, during the full moon' 3rd March. It marks the first full moon of the Chinese new year. |
| | <ul style="list-style-type: none"> • Holi: 4/3/26 Hindu Festival: Holi is a major Hindu festival celebrated as the Festival of Colours, Love and Spring. It celebrates the eternal and divine love of the deities Radha and Krishna. Additionally, the day signifies the triumph of good over evil. |
| | <ul style="list-style-type: none"> • Mothering Sunday 15/3/26 Mothering Sunday is a day honouring mother churches, the church where one is baptised and becomes "a child of the church", celebrated since the Middle Ages in the United Kingdom. In more recent years children who worked away from home were given the Sunday afternoon off work; they would gather wild flowers on their way home to give to their mothers'. |
| | <ul style="list-style-type: none"> • Eid-ul-Fitr (19/3/26): Islam Eid al-Fitr is the first of the two main festivals in Islam, the other being Eid al-Adha. It falls on the first day of Shawwal, |

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| | <p>the tenth month of the Islamic calendar. Eid al-Fitr is celebrated by Muslims worldwide because it marks the end of the month-long dawn-to-dusk fasting of Ramadan. Observances: Prayer, feasting, charity, gift giving</p> |
| | <ul style="list-style-type: none"> • Good Friday/Easter Sunday 3-5th April: Christian <p>End of Lent. Many Christians participate in religious practices like fasting, prayer, and charity during this time. Christians believe that Jesus sacrificed his life to atone for their sins. It is important to note that the practise of crucifixion was a Roman one. Many people (and Jesus himself) were Jewish.</p> <p>Eggs and bunnies are also symbols of new life, and chocolate eggs, Easter egg hunts, and Easter baskets are common traditions, especially for children.</p> |
| Summer | Term |
| April 2026 | <ul style="list-style-type: none"> • Sikh New Year: celebrated 13-14th April (Vaisakhi or Baisakhi) <p>Vaisakhi has been celebrated for many hundreds of years. Before gaining its religious significance, it was originally the time when people would give thanks for the harvest of the crops that they had planted in the winter. On Vaisakhi, Sikhs will go for special services at the gurdwara. Later, they gather with family and friends and hold processions in the streets. Sikhs will dress in colourful clothes and there will be dancing and singing</p> |
| | <ul style="list-style-type: none"> • Saint Georges' Day: Patron Saint of England (23/04/26) <p>Although he is known as the patron saint of England, Saint George is actually believed to have been born in Turkey! King Edward III was impressed by tales of his fighting in the crusades, and since then he has been associated with England. Generally celebrated with parades, flags and the story of Saint George and the Dragon. Can be taught in a cross curricular way.</p> |
| May 2026 | <p><u>Vesak</u> : Buddha Day : 1//5/26</p> <p>The birth and enlightenment of Buddha</p> <p>Wesak is the Buddha's birthday.</p> <p>It is celebrated on the full moon in</p> |

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| | May and is the most important Buddhist festival. Vesak is one of the most important Buddhist festivals. It is also known as Wesak or Buddha Day. It is a celebration of Buddha's birthday and, for some Buddhists, marks his enlightenment (when he discovered life's meaning). It is also a time to reflect on his teachings and what it means to be Buddhist |
| | Christian Aid Week (10-16th May) |
| | Eid-ul-Adha (26th – 30th May 2026): Islam Observances: Eid ul-Adha ('Festival of Sacrifice') is one of the most important festivals in the Muslim calendar. The festival remembers the prophet Ibrahim's willingness to sacrifice his son when God ordered him to Eid prayers, charity, social gatherings, festive meals, gift-giving |
| Half | Term |
| June 2026 | Islamic New Year 15th June The Islamic New Year, also called the Hijri New Year, is the day that marks the beginning of a new lunar Hijri year, and is the day on which the year count is incremented. The first day of the Islamic year is observed by most Muslims on the first day of the month of Muharram. |
| | Father's Day (21st June) Father's Day is a holiday honouring one's father, as well as fatherhood, paternal bonds, and the influence of fathers in society. |
| | Humanist Day From feasts, dancing, bonfires, hikes, trail rides, and beach days - people around the world find creative ways to indulge in the energy of the sun during the Summer Solstice (21st June) Humanist |
| July 2026 | The feast day of Saint Swithin is 15th July.: Christian. In English folklore, it is said that rain on Saint Swithin's Day predicts a very damp summer, as it will rain for the next forty days! |

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| | Asalha Puja July 29 th 2026: Buddhist This is a day of new beginnings, renewal, and recommitment to the faith for Buddhists. They reflect and try to focus on practicing dharma. |
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| Pre-Subject Specific | Pathway 1 Engagement Model Multi-sensory Foundations for Learning and Life Pathway 2 Engagement Model Learning to Play, Learn and Live | Reference only: Willow Dene Pathway 1, Willow Dene Pathway 2 Development Matters: Birth to 3 Enrichment e.g. Offsite visits and visiting people. Let's Celebrate weekly themes throughout the year. Cross-curricular links to key religious and non-religious celebrations and other special days where appropriate. Development Matters Understanding the World: Birth to 3 |
| Subject Specific | Pathway 3 Roots | OPS Scales 5-9: Subject roots RE Skills, Concepts, Knowledge, Vocabulary Development Matters: Understanding the World 3-4 year olds Skills, Concepts, Knowledge, Vocabulary linked to Geography, History and R.E. Programmes of Study, National Curriculum England |

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| | | <p>Enrichment e.g. Offsite visits and visiting people. Cross-curricular links to key religious and non-religious celebrations and other special days where appropriate.</p> |
| Subject Specific | <p>Pathway 4</p> <p>Shoots</p> | <p>OPS Scales 10-14: Subject shoots</p> <p>RE Skills, Concepts, Knowledge, Vocabulary ross-curricular links to key religious and non-religious celebrations and other special days where appropriate.</p> <p>Development Matters: Reception age students into KS1 expectations</p> <p>Enrichment e.g. Offsite visits, visiting people and "Blossom" skills/ knowledge for more able students .</p> <p>Development Matters: Reception age students into KS1 expectations Skills, Concepts, Knowledge, Vocabulary linked to History, Geography, R.E. Programmes of Study, National Curriculum England</p> <p>EHCP Personal Provision Plans</p> |
| Subject Specific | <p>Pathway 5</p> <p>Blossom</p> | <p>OPS Scales 15: Blossom KS1 into early KS2 expectations</p> <p>RE Skills, Concepts, Knowledge, Vocabulary</p> <p>Cross-curricular links to key religious and non-religious celebrations and other special days where appropriate.</p> <p>Skills, Concepts, Knowledge, Vocabulary linked to History, Geography, R.E. Programmes of Study, National Curriculum England.</p> <p>Enrichment e.g. Offsite visits, visiting people and "Blossom" skills/ knowledge for more able students .</p> |

Impact

Education Health Care Plans

There are clear links that impact across all four areas of the EHCP within Humanities

- **Communication:** Develop skills to express opinions, communicate and interact about a range of religious and cultural topics, including learning about different religions, belief systems and core values. The ability to express opinions, communicate and interact within a range of historical topics. These could include facts about their own recent past, local history, changes within living memory and historical world events, places and people. the ability to express opinions, communicate and interact confidently about a range of geographical topics, including features of the world we live in, both near and far; the features, similarities and differences in the environments and a variety of weather systems. This is whilst developing our choice making skills.

- **Cognition and Learning:** to develop our understanding of different belief systems whilst learning about core values such as respect and empathy and transferring these skills to real life situations. Being active participants experiencing and exploring the world around us. Evaluating our work and reflecting on our own and other's work. Evaluating and responding to the impact that our actions have on our fragile world. to develop our exploratory and problem-solving skills, whilst learning about the world we live in and transferring these skills to real life situations. Being active participants experiencing and exploring the world around us.

- **Social, Emotional and Mental Health:** Development of skills to understand the world around us and how the choices we make can impact others. Developing our understanding of the need to respect others and their beliefs. Co-operating with peers to work collaboratively with each team member having a specific and valuable contribution to make. Developing confidence and a sense of pride in our work and skills. Experiencing times of reflection and having the opportunity to receive praise and celebrate other people's successes. to develop our exploratory and problem-solving skills, whilst learning about the past and present of the world we live in and understanding how it has influenced our current world. Being active participants experiencing and exploring different historical events and artefacts. Evaluating our work and reflecting on our own and other's work. To understand the world around us and how the choices we make can impact the environment. Developing our understanding of the need to assess risk and how to keep ourselves safe in a variety of situations. Co-operating with peers to work collaboratively with each team member having a specific and valuable contribution to make.

- **Sensory and Physical:** tactile exploration of a range of different media, textures and religious and cultural artefacts. Identifying sensory experiences that have a positive impact on well-being and self-regulation. Developing hand – eye coordination, gross motor skills and fine motor skills. Provides opportunities to interact with and experience a variety of different environments. The ability to identify key events in our own past and how they impact on our lives today. geographical resources such as maps. Developing our understanding of the need to assess risk and how to keep ourselves safe in a variety of situations. Co-operating with peers to work collaboratively with each team member having a specific and valuable contribution to make. Developing confidence and a sense of pride in our work and skills

Pre-subject specific learners are able to engage with a sensory curriculum in which Humanities plays a major role. Pupils working at this level benefit from a range of experiences and stimuli which develop over time following the long-term structured sequence. This maximises the opportunity of these learners to respond expressively to different topics and areas of learning as they revisit each strand of the Humanities Curriculum.

This supports them to be active participants within the world that they are living. In line with their cognitive and physical development, pupils develop emergent communication of their awareness of an interaction, responding consistently to the same familiar people or resources around them, and moving towards or away from others to indicate basic wishes to interact, seek comfort, or reject touch from another. They begin to respond consistently to preferred stimuli, for instance; different places, people, events and cultural experiences. This also includes exploring different religious and secular calendar events, festivals, special people, places and events also linking to our own personal experiences and views. This could include offsite visits, help to enrich their experiences and broaden their horizons, allowing them to be part of an inclusive world.

Subject Specific Learners

Subject specific learners develop an understanding of their world and the world around them in thematic termly topics which offer them a broad and balanced curriculum. They are supported to become curious and communicate their awareness and understanding of the world, by learning about different world religions, environments, the past, present and near future. Pupils develop their understanding of local history, their own life experiences and key historical people, events and places. Pupils are given opportunities to ask questions, explore artefacts, carry out research and consider how this influences life today. They learn key vocabulary that can be used to express their understanding and choice making.

Preparation for Adulthood

Humanities is taught as a basis for lifelong learning, where the pupils have access to a wide range of activities and opportunities to promote success and enjoyment and to encourage the pupils to learn about and experience a variety of different world views. Our curriculum aims to improve the wellbeing and fitness of all pupils at Old Park School not only through the education they receive, but through the underpinning values of our school curriculum drivers. The school has five curriculum drivers which Humanities will promote. These are My communication, My thinking, My well-being, My body and My world.

- To have fun whilst exploring my world and express myself.
- To communicate and interact confidently about a range of topics using communication approaches and aids.
- To be able to make positive life choices regarding my lifestyle.
- To have a voice to say "This is me" and "I am proud of who I am".
- Have access to my memories which make me happy.
- Make choices in the wider world which will make them happy.
- Have dreams and plans for the future and advocates to support these to become reality.
- To support me to understand my own past.
- Know who the important people in their lives are
- To support me to understand the world of people and places around me.
- Develop own interests and hobbies.

- To experience a wide range of enrichment opportunities, these will help to inspire out students and promote communication.
- Know and understand 'now' and 'next', to understand the concepts of time, the days of the week, months of the year. To be able to use a calendar to forward plan and look back at previous events.
- To voice an opinion and listen to the opinion of others.
- To experience time away from my family, e.g. residential trips, excursions, respite which will help me develop as a person away from familiar people.
- To express feelings, needs, choices, ideas and humour.
- Learn how to look after each other and empathise with each other, (being kind and caring).
- Understand right and wrong.
- To develop strategies for self-regulation of my emotional wellbeing.