

SMSC at Parkfields Middle School



Humanities

Spiritual development in Humanities

In History, pupils learn about the Aztec religious beliefs and how they compare to their own; they look at Greek Gods and the ideas that the Ancient Greeks had about how the Gods controlled their lives; they look at religion in medieval times, identifying how religion played a major part in everyday life, and in Year 8 they identify the changing religious views and how the reformation has shaped our country's religious views today. Within these topics, pupils reflect on their own beliefs, which in turn informs their perspective on life and their interest in and respect for different people's faiths, feelings and values.

In Geography, Year 5 pupils learn about the physical and human features of an area of the Mediterranean and the continent of South America and compare these regions/countries with their local area allowing them to understand about how their geographical location has shaped their identify; In Year 6 pupils study the natural environment in two topics; earthquakes and volcanoes and rivers. They learn how these natural features/occurrences are part of people's lives and use imagination and empathy to create poetry about life after an earthquake; this develops further in Year 7 where children learn about the causes and effects of flooding, both in the UK and in a less economically developed country which affects people's lives in both positive and negative ways. In Year 8 different extreme environments are studied which inspires awe and wonder at the natural world: both at the physical and human features.

Moral development in Humanities

In History at Parkfields in KS2 we learn about crime and punishment throughout the ages which allows children to see the fairness in our laws today and compare them to different groups of people in history. In KS3, children undertake a topic on Black Peoples of the Americas where we learn about the slave trade, its beginnings, life during this time and how the slave trade came to an end. They study the ways in which people fought for equality and the significant individuals who fought for civil rights. Children undertake debates and discussions about the moral issues involved with these topics.

In Geography we investigate local, national and global economic issues, e.g., Migration, Africa, China, Crime and The British Isles. These topics allow learners to; investigate the global and national economy; increase their awareness of their role as global citizens; develop an understanding of how development affects the economy; and understand the economic effect of crime on society.

Social development in Humanities

In both History and Geography, pupils investigate life in different countries and how Britain's multi-cultural society has developed. We look at the development of Parliament and the role of the monarch in Tudor times and the interregnum in Stuart times which has led to our democratic and parliamentary systems today. We explore the changes in the world, the causes and

consequences of conflicts on people and the environment, which enables students to develop a community approach. Role-play enables pupils to empathise with different groups of people in their opinions about an issue e.g., how did the Black Death affect different groups of people? They listen differing opinions, which helps to appreciate the views of others.

Cultural development in Humanities

Students developing a better understanding of our multicultural society through studying links between local, British, European and world history. The Black Peoples of the Americas topic allows the understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. The Year 8 enrichment, 'Who do you think you are?' develops an understanding of their personal histories, which contributes to becoming informed citizens. The mystery of how and why events in the past happened and their many causes enables pupils to realise that events could have taken any number of directions and it is the consequence of those events that have shaped the past as we know it.

For Geography these include: debates about their local environment as well as global issues; analysing data to help decision-making; planning solutions to community and global issues; discussion about community issues, both locally and globally.

For history these include: political/religious debating – how understanding these issues in the past helps to make present situations more meaningful/relevant; empathising with characters from history helps learners understand society and how it has developed over time as well as understanding how certain groups in society may feel/have felt. This develops their skill of being able to empathise which directly impacts on how they relate to others in and out of their community.