



| Merstone School Humanities – Intent and Implementation through the Pathways | |
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| Intent | <p>At Merstone School, our humanities curriculum encompasses history and geography. Our intention and vision is to ensure each of our pupils is given the opportunity to gain an appreciation of their own locality and that of the wider world in which we all live. We hope through this broad curriculum, each pupil will develop an understanding of how the complexity of people’s lives are grown through the process of change from past to present, and how their own lives also are part of this ongoing change.</p> <p>Through the teaching of humanities, we hope to foster in our pupils not only a tolerance, but a joy, too, of those who have lived before them, those amongst whom they currently live, and those who live in different parts of the world in very different cultures and communities to the ones they know so well here at home. In this way, we hope that our pupils will eventually leave Merstone empowered with an empathy and independence to stand them in good stead wherever they may find themselves in the world.</p> <p>Throughout the different pathways in Merstone, we expect the humanities curriculum to enable all pupils to develop at their own pace and level within an environment that feels safe, secure and comfortable. Lessons will be delivered in a multi-sensory way to help each student achieve their full potential and grow in self-esteem and enjoyment of the subject.</p> |
| Implementation | At Merstone School, we are now facilitating a pathways approach based on children’s needs rather than age groups. |
| Moonstones and Pebbles | In the Pebbles and Moonstone pathways, our pupils benefit from the holistic opportunities they are given to go out and about into the local community. During these first years at school, they will embark on educational visits where they can explore their environment, both natural and human-made. They will observe similarities between places and people, and compare differences, too. They will also learn to use their senses by listening, observing and experiencing the world around them, whether it be a modern take or a historical perspective. |
| Topaz | Topaz follow a learning through play curriculum. As with most curriculum areas, humanities is not explicitly taught in this pathway but there are lots of opportunities for pupils to go out into the wider community to explore and experience the world around us. Sensory activities in Topaz stimulate at least one of the five senses, and these activities allow children in this pathway to explore and investigate the world around them whilst encouraging curiosity and inquisitiveness. Topaz offers this learning through play curriculum across the key stages 1 to 3. |



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| Ruby | <p>The PMLD curriculum at Merstone School is a process based, sensory and developmental curriculum, focussing on the experience gained through completing activities that stimulate the curiosity about the world around us. It focuses upon developing children's communication, engagement and experiences. We use an adapted, adult-led play based approach to teaching. Classrooms are set up to provide continuous provision and sensory exploration activities throughout the day, both indoors and outdoors, providing pupils with the opportunity to explore their immediate surroundings and also the wider community. Although sessions are planned and delivered in a variety of ways (whole class, group and individually) all teaching is individualised. Sensory stories, music, sensory cooking, and proprioceptive massage are just some of the activities pupils are exposed to, and at all times, the adults' role is predominantly to facilitate learning across all areas of the curriculum and school day.</p> |
| Emerald | <p>Through the Emerald subject-specific Equals Curriculum, humanities gives all pupils the opportunity to think and learn, and develop an interest in, and curiosity about, the world around them and that which has gone before, through exploratory and investigative experiences and activities. Humanities in the Emerald pathway allows children to develop an awareness of, and interest in, themselves, their immediate surroundings, together with the wider world with all its different peoples and cultures, both past and present. Participating in practical activities and educational trips around the locality helps pupils link ideas, for example, investigating and exploring places of local interest such as old churches, libraries and farms, to see how people lived many years before. Children will develop over time an understanding of how life today has grown and developed, and how natural areas are now places where humankind has intervened and changed their appearance and use. Our hope is that the Emerald pathway will develop a tolerance and understanding of how different people and communities have evolved, and how we can all live and work harmoniously, side by side, with our differences and similarities helping to enhance our developing world.</p> |
| Sapphire | <p>For our Sapphire pathway, the semi-formal Equals curriculum for humanities acknowledges that learners are likely to have difficulties making generalisations which they can apply and link appropriately to future learning.</p> <p>These difficulties may act as barriers in applying what they have learned in order to make the necessary connections when studying humanities. The learners may need support to remember previous experiences and link them to make sense out of a new one.</p> <p>The intent of the semi-formal curriculum is to build on what the learner has experienced in the past and use this to support them to make connections and link future learning to these experiences. By regularly going out on trips to explore and experience the local community, we hope to reinforce an understanding of the people and places both in their own locality, and those within the wider world, past and present.</p> |



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| Diamonds | In the Diamond pathway, humanities is taught in discreet lessons and learning is based around modules from ASDAN Towards Independence. Pupils are completing tasks that promote their independence and life skills, along with going out into the wider community to explore and experience the world around us, both past and present. This pathway aims to allow young adults to apply knowledge from humanities lessons to real life as they come to the end of their time at Merstone school. |