

<u>Key information about the subject and schemes of work</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>History lessons are heavily focussed on people and their relationships and The History department are well placed to contribute to students' Spiritual, Moral, Social and Cultural education. In every lesson across the department, students are expected either to consider the needs and experiences of others, or their own personal responses to events, problems and changes. Teachers of History encourage students to discuss and debate controversy outside the classroom. All History students are encouraged to enquire, consider and question in lessons and beyond.</p>	<p><u>SP4-</u> There are many opportunities within History lessons for students to reflect and think about key moments that have happened in the past.</p> <p><u>SP5 -</u> By focusing in year 9 and throughout KS4 on the Holocaust, students can challenge themselves and think about the events of WW2 and reflect on them.</p> <p><u>SP3 -</u> Students can develop their empathy and thinking skills throughout studying in History lessons in all years. <u>SP4-</u> By focusing on ideas such as what is fact, truth or even a denial, students can think and develop their own understanding.</p>	<p><u>M3 -</u> Students have many opportunities to reflect on their own moral beliefs when learning about key historical events such as the development of Protestant beliefs within the Reformation period of time.</p> <p><u>M2 -</u> At Key Stage 4, students can look at a variety of moral beliefs of historical figures such as conscientious objectors in the first World War. <u>M1 -</u> By focusing on the differences in attitudes towards warfare, students can compare these views to their own moral beliefs.</p> <p><u>M2/M3 -</u> By looking at the historical background and context of various events that have happened, students are able to reflect and all share their own opinions based on their moral beliefs.</p>	<p><u>So4 -</u> One major focus that History lessons look at throughout all key stages is the development and importance of democracy in society.</p> <p><u>So5 -</u> Students learn about the Magna carta and the foundation of British Parliament and also about the Suffragette movement and why these have shaped British society.</p> <p><u>So3 -</u> By studying various criminal acts that have occurred throughout history, students can look at the changing punishments and ways that criminals have been treated within Britain.</p> <p><u>So4 -</u> Within year 9 History lessons students learn about the slave trade and look at the influence of Britain</p>	<p><u>C4 -</u> By studying the historical context of why people migrated to Britain and where they have migrated from within the world allows students to look at Britain and its rich culture.</p> <p><u>C6 -</u> Within year 8, students look at Jewish people and their migration to the UK from around the world prior to World War 2.</p> <p><u>C5 -</u>Students also focus on the slave trade and the difference in attitudes to people of different races and ethnic group that lived in Britain within the 1930s and 1940s.</p> <p><u>C3 / C6 -</u> The History department has played a key role in remembering the first World War and the 100 years commemoration celebrations. Students have</p>

	<p>SP5 - Students within year 9 History lessons learn about the Industrial Revolution and empathise with what it would be like to be a child within this era of history.</p> <p>SP5 - When taking part in History lessons within year 8, students learn about various historical eras. By reflecting about and imagining what it may have been like to be burnt at the stake, students can think about these brutal historical experiences of people from this era.</p>	<p>M1 -Students study a variety of topics within their History lessons and focus on how these events happened and how these took place. M4 - These are then compared to a modern context and what moral impact these events have had on our moral beliefs now.</p> <p>M3 / M5 - By reflecting in a moral way on a variety of topics such as Just War theory and whether people should wear a red poppy to commemorate the War are ideas that students can look at from a moral context.</p>	<p>within this event that took place in the 18th century.</p> <p>So4 - In the GCSE History course, students focus on why it is important to share their views and vote in elections that shape the local and national Government.</p> <p>So1 - The wall displays within the History classrooms also reflect the various key figures that have featured within history in British society such as key people and all Prime Ministers.</p> <p>So4 / So5 - Students in Key Stage 4 look at key historical events that have developed British society and also will affect their own lives as adults in Britain. By studying the development of the Welfare State and specifically looking at the history of Britain 1931-1951, students can reflect on the historical past of the society that they live within.</p>	<p>experienced focused assembly activities and even took part in a reconstruction of the Christmas Day football match that took place between England and Germany in 1914.</p> <p>C2/C4 - By also studying the various soldiers that fought for the British forces from countries within the Empire and Commonwealth, students can also reflect on the key cultural links that Britain has with the rest of the world.</p>
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