

History opportunities for SMSC

| Spiritual | Moral | Social | Cultural | British Values |
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| <ul style="list-style-type: none"> Helping children develop a sense of curiosity and mystery of how and why events in the past happened and their many causes. Raises questions as to what could have happened if events had had different results. Allowing pupils to see the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and visits and visitors. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc. | <ul style="list-style-type: none"> Encouraging pupils to comment on moral questions and dilemmas from the past. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also). Helping children to empathise with the decisions which ordinary people made at the time, based on their historical situation. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice. | <ul style="list-style-type: none"> History supports social development by exploring the similarities and contrasts between past and present societies. Encouraging pupils to think about what past societies have contributed to our culture today. Pupils will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in History lessons. Be made aware of how, in the main, we are very fortunate to live in 'the modern world'. | <ul style="list-style-type: none"> Developing a better understanding of our multicultural society through studying links between local, British, European and world history. Gaining an understanding of and empathy with, people from different cultural backgrounds. Examining how other cultures have had a major impact on the development of 'British' culture. | <ul style="list-style-type: none"> We aim to promote British values through History. British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum. Students explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as Ancient Greece. This enables the students to understand how, over time, changes happened and to evaluate their impact. By looking at the achievements of famous black Britons, students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work. Teaching students to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups. |

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| <ul style="list-style-type: none"> • Reflection on the beliefs, religions and rituals of each era studied • Awe and wonder at achievements/courage/resilience of past societies • Show imagination and creativity when building shelters, creating tombs, puppets, models, meals etc • Question and challenge ideas that are presented to them about different societies/previous times. | <ul style="list-style-type: none"> • Bias-looking at actions and events in history and deciding if they are wrong or right. • Focus on settlement, emigration, immigration and invasion-opportunities for debate. • Develop awareness of and respect for contribution of individuals/groups regardless of race/gender/disability • Understanding of why wars begin-discuss morals around this. | <ul style="list-style-type: none"> • Consideration of how the world has been formed by past actions-using discussion/drama • Speaking to Grandparents about WW2, show respect, listen with interest. • Comparisons of how the role of women has changed. • Discussions about stereotypes • Comparisons of ideas and beliefs of early civilisations • Work in groups/TPs on an activity. | <ul style="list-style-type: none"> • Visiting museums-developing knowledge and empathy with others • Theatre/entertainments/writings of each era • Appreciation of rituals particular to different people • Legacies • Influence | <ul style="list-style-type: none"> • Comparisons/discussions with how each civilisation ran its society compared with ours. • In each society close examination of: <ul style="list-style-type: none"> - Rule of law - Democracy - Tolerance of religious beliefs and faiths - Individual liberties - Mutual respect |