



Mapping SMSC through our History Curriculum.



Spiritual	Moral	Social	Cultural	British Values
Fostering the mystery of how and why events in the past happened and their many causes. Helping children to realise the incredible significance that some individuals have had in the past and how historical knowledge changes with new evidence and different interpretations of events. 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. Reflection on the beliefs, religions and rituals of each era studied	Encouraging pupils to comment on moral questions and dilemmas from the past. Helping children to empathise with the decisions which ordinary people made at the time, based on their historical situation. Developing open mindedness when considering the actions and decisions of people from the past. 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.	Encouraging pupils to think about what past societies have contributed to our culture today. Promoting pupils own social development through working together and problem solving. The study of social issues is a common theme in History lessons. Exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world'. Consideration of how the world has been formed by past actions-using discussion/drama	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. By investigating historical figures who have shaped Britain and/or left a legacy within our culture, e.g., King Alfred, St Augustine, Edward the Confessor, Boudicca, Caesar, Winston Churchill. By developing an understanding of the key events shaping British history (as specified in the National Curriculum). Music-focus on the different musical styles/instruments of each era	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.



Mapping SMSC through our History Curriculum.



Awe and wonder at: Aspirations, achievements resilience and the pride of past societies Show imagination and creativity Question and challenge ideas that are presented to them about different societies/previous times. By considering the impact that significant (or over looked) historical figures have had on the way we live now. E.g., Charles Darwin, Elizabeth Garrett Anderson, Women in the 2WW, King Alfred.	Develop awareness of and respect for the contribution of individuals/groups regardless of race/gender/disability – Slavery, Celebrations of Black history, Study of the lives of individuals-Arthur Wharton, Martin Luther King ,etc Understanding of why wars begin-discuss morals of famous leaders.	Sharing information about family members and their WW2 history, 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 Develop presentation skills-have confidence to share an area of research-listen attentively to others. Work in groups/pairs during historical enquiry lessons	Theatre/entertainments/writings of each era Appreciation of rituals particular to different people- mummification, culture of make do and mend /dig for victory, changing role of women-how servants/slaves were treated. Legacy-Mayan /Greek/Roman maths By exploring local history and under researched history and history around us, e.g., significant female figures By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture – e.g., the creation of the Christian Kingdom of England under King Alfred	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. Comparisons/discussions with how each civilisation ran its society compared with ours.
--	---	--	---	--