



Spiritual, Moral, Social and Cultural delivery in History

Aims of Spiritual Development	Spiritual Development in History
<p>Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; be reflective.</p>	<p>In History we encourage pupils in relating their learning to a wider frame of reference by persistently asking 'how?' and 'why?' A sense of curiosity is central to the study of History and is strongly encouraged.</p> <p>Spiritual development is encouraged by providing pupils opportunities to appreciate intangible concepts. The idea of truth is central to all History lessons that use sources. Differing interpretations of sources, both primary and secondary, form a part of all key stages and we encourage pupils to reflect on their application of their learning.</p> <p>A sense of empathy is consistently extended in lessons. History demands an understanding of others and other contexts. Lessons often include a task that asks students 'how would you feel?', 'what would you do?' and 'how would you react?' This is particularly vital when studying topics that have a big human impact. This use of empathy allows pupils to more easily engage with the topics taught.</p>

Examples of good practice:

- ❖ Study of enslaved people in Year 8, also Year 11
- ❖ Study of the impact of the Norman Conquest, Year 7
- ❖ Study of the Holocaust and the development of Germany's racial policies in the 1930s-1940s (Year 12-13)
- ❖ Impact of the 'Indian Problem' in GCSE The Growth of America Year 10.



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Aims of Moral Development	Moral Development in History
<p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>	<p>Moral questions form a key part of many of the units on offer in History. At all key stages students are confronted with questions based on sensitive topics such as slavery, genocide and the question of whether war is necessary. Students are encouraged to offer reasoned views of why events took place and why they were the wrong choices to make.</p>

Examples of good practice:

- ❖ Why was slavery developed? (Year 8)
- ❖ Did WWII have to be declared? (Year 8)
- ❖ Were punishments too harsh in Nazi Germany? (Year 11)
- ❖ Why did the Holocaust take place? (Year 13)



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Aims of Social Development	Social Development in History
Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.	Social issues are essential to better understanding History. Social issues and the needs of different groups of people are common themes that are explicitly recognised on a regular basis. Through learning about social issues, pupils are better able to access the course as they see it as being more about the experience of normal people, rather than elites.

Examples of good practice:

- ❖ Why was the NHS started? (Year 9)
- ❖ The A Level History curriculum also demands an understanding of the British political system in order to understand Tudor Government. (Year 12)
- ❖ How much did public health improve in the 20th century? (Year 9)
- ❖ Why did the Suffragettes struggle to make progress in the early 20th century? (Year 8)
- ❖ Immigration into England in the years up to 1485 (Year 7)



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Aims of Cultural Development	Cultural Development in History
<p>Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>	<p>Much of the History curriculum in Year 9 at GCSE explicitly teaches students an appreciation of the influences that have shaped their own cultural heritage in Britain. The two World Wars and the key changes brought about by these events are key. For example, the setting up of the NHS and its differences from other nations is explored.</p> <p>Cultural appreciation and understanding is fundamental to learning in History across all key stages. Students are presented with authentic accounts of cultures such as Native Americans at Key Stage 4 and the witchcraft trials in Year 12. The contribution of different cultures to human development and progress is explored and studied in the Year 11 unit covering the People's Health which considers the role of the Christian Church, the Muslim World and Ancient cultures had on the development of medicine and treatment.</p>

Examples of good practice:

- ❖ What impact did the church have on the People's Health? (Year 9)
- ❖ What care did the Catholic Church provide for the sick? (Year 9)
- ❖ The role and structure of Parliament in Elizabeth I's reign (Year 11)