

## History SMSC – Audit (v1.3)

History, alongside the compliment of humanities studied by students on the KDHS campus, is focussed on people and their relationships and as such we are well placed to contribute to students’ Spiritual, Moral, Social and Cultural education.

In lessons across the history department, students are expected either to consider the needs and experiences of others, or their own personal responses to events, problems and changes. Teachers in history encourage students to discuss and debate controversy outside the classroom. At times this is in a formal setting like educational visits or homework, but we also expect the study of history to affect positively the way students live their daily lives. We encourage young people to enquire, consider and question in lessons and beyond.

Spiritual	A sense of curiosity is central to the study of History at KDHS and is strongly encouraged by department staff. Lessons adapt according to students’ current knowledge and thirst for more. Spiritual development is encouraged regularly by providing pupils opportunities to appreciate intangible concepts. The idea, notion and complexities of truth is central to all History lessons that use sources. The nature of historical truth based on personal memoir was particularly explored following learning of the Holocaust. A strong feature of History lessons is the encouragement pupils receive from each other as well as from their teachers in relating their learning to a wider frame of reference by persistently asking ‘how?’ and ‘why?’ A good understanding of the importance of values and beliefs is well developed during GCSE History. Students appreciate the importance of religion and how it affected societies throughout time.
Moral	History lends itself well to supporting the moral education and development of young people. Whole school assemblies led by the History staff encourage students to reflect on their personal values, principles and actions, in the light of historical events and commemorations. Moral questions form a key part of many of the units on offer in History at KDHS. Notions of right and wrong are explored in many areas, such as the complicated history of slavery and Britain’s involvement is met head-on, perspectives on Empire and Britain’s changing cultural identity, the role of the bystanders and upstanders in the Holocaust as well as the campaign for human rights and greater equality in the 20 <sup>th</sup> century. A sense of the responsibility that should be borne by individuals or groups is central to many of the units on offer in History.
Social	Social issues and the needs of different groups of people are also common themes that are explicitly recognised on a regular basis, recognising concerns over inclusivity, diversity and disability in records of history. Students’ ability to exercise leadership and demonstrate responsibility is promoted through team learning activities in many History lessons. Sharing understanding, knowledge and ideas is crucial in order that students make informed, well-

	<p>reasoned arguments that are based on fact. The staff regularly employ a range of strategies and activities to facilitate these discussions and collaborations.</p>
Cultural	<p>Much of the History curriculum in year 9 and at GCSE explicitly teaches students an appreciation of the controversies in that have shaped their own cultural and national heritage. For example,</p> <p>the setting up of the NHS and its differences from other nations is explored. The History curriculum offers students opportunities to express their opinions and communicate their knowledge in varied ways from Years 9 to 13, including artistic and cultural forms. The contribution of different cultures to human development and progress is also assessed carefully, especially in the GCSE unit covering the Crime and Punishment which considers the extent of the impact that the Christian Church, monarchy, public pressure for change, rehabilitation and community reassurance through the establishment of centralised policing on the development of crime, enforcement and punishment over 1000 years of English / British history.</p>

SMSC and British Values covered by [insert subject name]	Lesson offering coverage per item for each year group:				
	Year 7	Year 8	Year 9	Year 10	Year 11
<b>(1) Are reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</b>	<p>What is history and who are we in history/</p> <p>Understanding time, eras, chronology and causes of change.</p> <p>Islamic society in medieval histories</p>	<p>Protestant and Catholic change in the 16<sup>th</sup> and 18<sup>th</sup> centuries: Henry VIII to James II</p> <p>Investigating attitudes and perspectives on Witches: Pendle Witches</p> <p>James I and Demonologie</p>	<p>Votes for women in the 19<sup>th</sup> and 20<sup>th</sup> centuries.</p> <p>Cultural change in the 1950s and 1960s</p> <p>Holocaust – pre-1930s European Jewish experience.</p>	<p>Teamwork tasks and debates.</p> <p>Influence of the church in dealing with crime and issuing punishment, c. 1000-1500</p> <p>Crime and punishment of religious groups in the 16<sup>th</sup> and 17<sup>th</sup> century.</p> <p>Witchcraft – attitudes to alternative lifestyles.</p>	<p>Teamwork tasks, debates and argument analysis.</p> <p>Weimar and Nazi State: understanding power of doctrines, changing role of the church in German society, treatment of minorities, Jews and Untermensch.</p> <p>Cold War: challenge of democracies and dictatorships</p>
<b>(2) Have a sense of enjoyment and fascination in learning about themselves, others and the world around them.</b>	<p>Year 7</p> <p>Islamic society in the middle ages</p>	<p>Year 8</p> <p>Teamwork Tasks</p> <p>Term 3: Building the Victorian plate investigations into late Victorian society through imagery,</p>	<p>Year 9</p> <p>Teamwork Tasks</p> <p>Considering role and impact of appeasement policy</p> <p>Term 3: Research projects</p>	<p>Year 10</p> <p>Anglo-Saxon and Norman society: Changing nature and evolution of early England.</p>	<p>Year 11</p> <p>Cold War, 1941-1990s – impact, politics and change.</p> <p>Cuban Missile Crisis</p>
<b>(3) Use imagination and creativity in their learning</b>	<p>Year 7</p> <p>Baseline: Tolland Man – being history detectives.</p>	<p>Year 8</p> <p>Understanding of late Victorian England – inequality, class, crime, empire, race.</p>	<p>Year 9</p> <p>Local study: WWI records of service, impact on homefront.</p> <p>Use of sources on Manchester blitz, 1940-41</p>	<p>Year 10</p>	<p>Year 11</p>

	Life experiences and differences between living in medieval villages and towns				
<b>(4) Reflect on their experiences</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
	In all topics	In all topics Slavery Victorian child criminals	In all topics	In all topics	In all topics
<b>(5) Know difference between right and wrong and apply this in school and in their own lives</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
	Life in medieval villages and towns CSI: Henry II and Thomas Beckett	Empire and slavery African Tudors Revolutions	Roaring 1920s: Gangsterism, KKK, Democracies and dictatorship. Negotiation and change	Law, order, punishment and enforcement Crimes against person, property, authority. Derek Bentley Conscientious objectors AS&N: Harrying of the North.	W&NG: Persecution of Minorities: Jews, homosexuals, asocials, concentration camps, etc Nuremberg Race laws, 1935 T4 Euthanasia programme Marginalisation of women CW: role of communism in controlled societies
<b>(6) Understand the consequences of their behaviour and actions</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
	1066: Changes in England after the Norman arrival CSI: Henry II and Thomas Beckett	Witchcraft controversies and rumour	Haig and the Somme WWII: civilian bombing controversies.	Bloody Code Transportation to Australia Norman conquest and William's transformation of England	Hitler's rise to power and the change of Germany from democracy to dictatorship Cold War crises: Cuba 1962, Hungarian Uprising, 1980 Olympics

(7) Develop social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	Year 7	Year 8	Year 9	Year 10	Year 11
		Slavery and changing nature of British involvement	Local Study Handling Sources Sources and methods		
(8) Participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively (this needs to be conducted in these settings)	Year 7	Year 8	Year 9	Year 10	Year 11
	School / year group assembly presentations	School / year group assembly presentations	School / year group assembly presentations	School / year group assembly presentations	School / year group assembly presentations
(9) Accept and engage with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.	Year 7	Year 8	Year 9	Year 10	Year 11
	Henry II – centralisation of common law.  Arrival of the Jews in England in 1066	Black Tudors	Suffrage movements and votes for women, c1880s-1920s	Henry II – centralisation of common law.	Weimar Constitution
	Year 7	Year 8	Year 9	Year 10	Year 11

(10) Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others and how these different cultures, in the school and further afield, are an essential element of their preparation for life in modern Britain.	Range of historians who have contributed to our ever evolving knowledge of history, interpretation and turning points.	Range of historians who have contributed to our ever evolving knowledge of history, interpretation and turning points.	Range of historians who have contributed to our ever evolving knowledge of history, interpretation and turning points.  How we remember the 'Great War'?  Civilian Bombing  Holocaust Education  Human rights Act	Range of historians who have contributed to our ever evolving knowledge of history, interpretation and turning points.	Range of historians who have contributed to our ever evolving knowledge of history, interpretation and turning points.
	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
(11) Recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.	Thomas Beckett and the crisis of Church vs King  Islamic history during the medieval period.  Crusades and Consequences	Revolutions  Slavery and rights on plantations  Rise of abolition movements; cross link to scholarship and re-interpretation.	Democracies and dictatorships in the 1920s and 1930s  Cold War		
	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
(12) Have knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	Feudal homage management system  King John and the Magna Carta	Henry VIII and the establishment of CofE, abolition of church courts,	Democracies and dictatorships in the 1920s and 1930s  Case study: Appeasement and Chamberlain	GCSE Topic 1: Crime and Punishment  Role of the King and witan in Medieval period decision-making.  Role of the Sheriff, JPs and Coroners in maintaining law and order  Changing attitudes to punishment, reformation and rehabilitation of prisoners, public	
	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>

				<p>campaigners (Fry, Howard, et al)</p> <p>Establishment of the Police (1829)</p>	
<p><b>(13) Explore, improve understanding of and show respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</b></p>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
	<p>Islamic Society in Medieval times</p>	<p>Black Tudors John Blank</p> <p>Equiano and slave experiences</p>	<p>Black, Jewish and ethnic minority volunteers in WWI.</p> <p>Empire troop VC medal recipients: India, Jamaica, Australia, Canada.</p>	<p>GCSE: C&amp;P – case study on conscientious objectors and quakers in England</p> <p>Attitude to anti-war groups and role of government tribunals.</p>	