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| **Social**  **Examples**   * Y8 SoL – ‘Power and the People’ traces the development of democracy in Britain and the reasons for this. Students develop an understanding of a range of opinions, both contemporary and of the time with regards to key developments in democracy, liberty and the rule of law. * GCSE Unit 3 – War and the Transformation of Britain. An element of this course looks at Votes for Women. Students develop a good understanding of the forces for and against female suffrage and have the opportunity to discuss the issue in relation to modern values. * Y8 & 9 SoL on Slavery and Civil Rights considers tolerance and mutual respect and the development of this in the UK and USA. * Y9 SoL on the Holocaust looks at tolerance, mutual respect and aims to develop thinking of how this was possible.   **All students through studying History at all key stages develop an understanding of the development of society and social values throughout the past and consider why current values are so important when considering past mistakes and events.** |
| **Moral**  **Examples**  At all levels students are faced with moral questions and are tasked with trying to understand historical events and issues. For example, in Year 8 students consider reasons for the development of and events of the British Slave Trade. Students are asked to consider whether Britain owes any compensation for its role in the slave trade. In year 9 students are asked to research moral acts of defiance during the Holocaust and are asked to consider wider responsibility of various groups for the Holocaust. Students also consider the actions of key individuals, like General Haig in the Battle of the Somme, where they are asked to consider responsibility for the military disaster. In Y7 students trace the development of monarchy and royal power in Medieval England. Students consider moral and ethical leadership and critically evaluate key figures, for example King John, against their ideas. |
| **Spiritual**  **Examples**  Students develop an understanding of the historical importance of religion and ideas of tolerance in the development of world events. This is most evident at KS3 and 5. Students are provided with opportunities to compare the historical beliefs with others in the past with their own. Students consider the role and status of the Church in Medieval and Early Modern Britain at KS3 and 5. Students also, consider the role and status of Jewish people, where appropriate, through their studies of the Romans, Middle Ages and Tudor & Stuart England. |
| **Cultural**  **Examples**   * Y8- Power and the People – considers the English Civil War and its aftermath, in which parliamentary politics emerged stronger than monarchical rule. * Students consider diversity and its influence on British life through a study of the Slave Trade and the British Empire. Students consider the impact that different social groups and cultures have had on Britain over time. * Students will consider the development of culture and the arts in 1950s & 60s Britain as part of a new SoL for Y9. * Students consider the History of the USA, France, Russia, Germany, and The British Empire. Students are provided with opportunities to develop an understanding of the history of different countries and cultures. |
| **British Values**   * Students are encouraged to develop and appreciation of contemporary British values through comparisons with historical developments. Students develop and understanding of the developments and evolution of British values over time. |