

Westover Primary and Pre-School: SMSC & British Values

Curriculum Subject: History

	Spiritual	Moral	Social	Cultural
	<p>Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.</p> <p>Use of imagination and creativity in their learning Willingness to reflect on their experiences.</p>	<p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.</p> <p>Understanding of the consequences of their actions.</p> <p>Interest in investigating, and offering reasoned views about, moral and ethical issues.</p>	<p>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.</p> <p>Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.</p> <p>Interest in, and understanding of, the way communities and societies function at a variety of levels.</p>	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.</p> <p>Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.</p> <p>Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities</p>
	<ul style="list-style-type: none"> • Developing curiosity about the past (Year 1 toys) and identify differing feelings around the change. • Reflect on feelings and experiences (Year 2 Great Fire of London) • Develop imagination and empathy (Year 2 Grace Darling) through role play comparing life then and now. • Ask deep questions about life and change (Year 6 Shang Dynasty and World War 2) discussing society's rise and fall and their impact on future way of life. 	<ul style="list-style-type: none"> • Understanding right and wrong through discussion of real-life events (Year 2 Great Fire of London) discussing why people helped during this event. • Talk about fairness and choices (Year 1 The Three Queens of Britain) discussing how rules and laws changed. • Recognise consequences of actions (Year 2 Great Fire of London) to understand the impact of building structure and lifestyle. • Explore moral consequences and consequences (Year 6 World War 2) understanding the role of Churchill and Hitler during the war. 	<ul style="list-style-type: none"> • Work together and share ideas (Year 2 How Transport has changed) to discuss improvements in technology over time. • Develop communication skills (EYFS Memories) comparing and discussing photos from the past. • Understanding communities (Year 1 Victorian holidays) • Respect different viewpoints (Year 6 Changing Britain) to discuss impact of rules and laws of the society. • Participate in discussions and debate (Year 4 Saxons and Vikings and Year 6 World War 2) to debate moral ethics 	<ul style="list-style-type: none"> • Learn about different ways of life (Year 2 Grace Darling) to identify roles within the family and their daily routines. • Respect similarities and differences (Year 1 Toys) comparing toys and recreational activities then and now. • Understand Britain history and heritage (Year 1 Queens of Britain and Year 2 Great fire of London) to identify similarities and differences between housing conditions and daily routines. • Understand different cultures and civilisations (Year 5 Ancient Civilisations and Year 6 Shang Dynasty) understanding the

		<ul style="list-style-type: none"> Develop a sense of justice and fairness (Year 4 Victorian Britain) looking at the conditions of the workhouses and child labour. Understand cause and effect (Year 5 Dockyard) looking at how jobs were generated. 	<ul style="list-style-type: none"> around the invasions and whether they were just. Understand how societies were organised (Year 3 Tudors) when discussing living conditions for different members of society including Monarchs. Understand how societies developed over time (Year 3 TRIP Stone Age, Bronze Age and Iron Age) looking at the development of tools for survival. 	<ul style="list-style-type: none"> structure of their society and comparing with the present. Appreciate diversity and shared heritage (Year 4 Romans and Year 5 Ancient Civilisations) how different cultures have influenced Modern Britain. Understanding how our local history impacts our heritage (Year 5 TRIP Dockyard) to understand the changing face of the navy and its impact on defence in the present day.
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	Democracy	The rule of law	Individual liberty	Respect	Tolerance of different faiths
	<p>Having a say in decisions.</p> <p>Having a choice.</p> <p>Everybody having equal rights</p> <p>Elections</p>	<p>All people in England are expected to follow the laws of England.</p> <p>Following rules</p>	<p>Freedom of speech.</p> <p>The right to say what you think.</p> <p>Making choices</p>	<p>Treating others with respect.</p> <p>Valuing others' thoughts and opinions.</p> <p>Treat others as we would like to be treated</p>	<p>Learning about different faiths and religions and understanding that not everyone will believe the same thing.</p>
	<ul style="list-style-type: none"> Pupils vote on which artefact or source is most informative about a past event (Year 2 Great Fire of London) and justifying their reasons. Pupils debate historical decisions or events (Year 5 Ancient Civilisations) 	<ul style="list-style-type: none"> Comparing rules today and rules of the past (Year 2 Grace Darling) and sea safety workshop with RNLI. Studying laws in different historical periods (Year 4 Romans and Year 6 Changing Britain) where rules and laws changed to reflect the 	<ul style="list-style-type: none"> Discussing how children's lives have changed over time (EYFS Comparing characters in a story about the past and Year 1 Toys) recognising how life has changed over time. Exploring movement for rights and freedom (Year 4 Victorian Britain and Year 6 Changing Britain) discussing how 	<ul style="list-style-type: none"> Appreciating each others' viewpoints (EYFS Chronology) discussing the changes noticed when comparing past and present. Listening to different opinions about historical pictures or stories (Year 3 Ancient Egypt) respecting the different ways they lived in the past. 	<ul style="list-style-type: none"> Exploring how people celebrated events or lived in different times (Year 3 Ancient Egypt and Year 4 Romans) understanding different religions, masters and beliefs. Learning about ancient and world civilisations (Year 5 Ancient Civilisations and Year 6 Shang Dynasty) and how their

	looking at the development of democracy.	development of society.	<ul style="list-style-type: none">people fought for changes in laws.Reflecting on sacrifice, empathy for hardship (Remembrance assembly)	<ul style="list-style-type: none">Reflecting on sacrifice, empathy for hardship (Remembrance assembly)	society impacted and changed the world.
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