



SMSC Statement - History

Spiritual

In History, we often encourage pupil's sense of curiosity by persistently asking questions such as 'how?' and 'why?'. This deepens their historical understanding as well as giving pupils an opportunity to reflect on important issues.

Spiritual growth is also developed by encouraging pupils to be empathetic towards the different people they learn about. For example, pupils are often asked 'how would you feel?', 'what would you do?' and 'how would you react?'.

Pupils are also given the opportunity to express themselves through creative writing such as diary entries, newspaper articles, and letters.

Finally, History gives pupils an opportunity to learn about different faiths. History. For example, in Y10 pupils learn about the Native American's beliefs. In Y9, pupils explore the Jewish faith and in Y7 pupils learn about the Reformation.

Examples

Y7 - Reformation and Puritans

Y9 - Jewish faith as part of the Holocaust

Y10 - Native Americans

Moral

Moral issues are a central part of many schemes of work within History. In all years, pupils learn about sensitive historical issues and are encouraged to offer reasoned opinions about these events. For example, in Y8 pupils learn about the Transatlantic Slave Trade and in Y9 pupils explore the Holocaust as well as the Cambodian and Rwandan Genocide.

Pupils also learn how to present a balanced argument, and therefore must be able to understand and accept the viewpoints of others. For example, in Y7 pupils debate the execution of King Charles I and in Y9 pupils argue about the morality of the Dresden bombings during WW2.

Finally, the Y10 Crime and Punishment scheme of work provides an opportunity for pupils to learn about the British law and attitudes towards crime. For example, pupils question the morality of the death penalty and discuss ethical issues such as abortion and hate crimes.

Examples

Y7 - King Charles/Cromwell and the Magna Carta

Y8 - Transatlantic Slave Trade and Civil Rights

Y9 - Holocaust and other genocides, WW2

Y10 - Crime and Punishment, Native Americans

Y11 - Rise of Hitler

Social

Social issues are essential to a better understanding of History. Social issues and the needs of different groups are common themes that are explored regularly in history lessons. Through their learning of these issues, students are able to access the course as they can see History about the experience of normal people, rather than just elites.

Pupils also get the opportunity to develop their social skills through a range of extra-curricular activities and trips. There is a weekly KS3 History club that gives pupils the opportunity to deepen their historical knowledge. In Y10, pupils can attend a trip to London where they attend a Jack the Ripper guided walk and visit the London Dungeons. Finally, two A-Level pupils are given the opportunity to visit Auschwitz in partnership with the Holocaust Educational Trust.

Examples

Y8 - Public Health with Titus Salt (Y8)

Y8 - Black Civil Rights (Y8)

Y8 - The Transatlantic Slave Trade

Y10 - Native Americans

A Level - British political system

Cultural

Cultural appreciation and understanding is fundamental to learning in History across all key stages. Students are presented with authentic accounts of culture such as African culture in Year 8, Native American culture in Year 10 and Black American culture in Year 12. The contribution of these different cultures to development and progress is also explored.

Pupils also get the opportunity to explore their own culture and history within their lessons. In Y7, pupils learn about the role Bradford played in the English Civil War. In Y8, pupils learn about the significance of Titus Salt and Saltaire. In Y9, pupils explore the impact WW1 and

WW2 had on Bradford. Finally, in Y11 pupils explore the culture of Elizabethan England by looking at education, health, and leisure.

Examples

Y7 - British history including the Magna Carta and the Reformation

Y8 - Slave Trade

Y10 - Native Americans

Y12 - Black Civil Rights