



**Highsted Grammar School**  
**Spiritual, Moral, Social & Cultural Mapping**

**Subject: History Year: 7**

<b>Strand</b>	<b>Explanation of provision</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Spiritual</b>	<ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people’s faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul>	<i>Y7 History Motte and Bailey Castles – the speed with which they were constructed</i>	<i>Y7 History 1066 and the succession crisis – knowledge of competing feelings of claimants</i>	<i>Y7 History Medieval church – the dominance of religious belief in medieval society</i>	<i>Y7 History Slavery – reflecting and empathising with the experience of Africans sold into slavery</i>	<i>Y7 History African American Civil Rights in USA – respect for everyone’s values and traditions</i>	<i>Y7 History Local history study – fascination with Sittingbourne’s past and influences on its development</i>
<b>Moral</b>	<ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people’s faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul>	<i>Y7 History Motte and Bailey Castles – the speed with which they were constructed</i>	<i>Y7 History 1066 and the succession crisis – knowledge of competing feelings of claimants</i>	<i>Y7 History Medieval church – the dominance of religious belief in medieval society</i>	<i>Y7 History Slavery – reflecting and empathising with the experience of Africans sold into slavery</i>	<i>Y7 History African American Civil Rights in USA – respect for everyone’s values and traditions</i>	<i>Y7 History Local history study – fascination with Sittingbourne’s past and influences on its development</i>
<b>Social</b>	<ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people’s faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul>	<i>Y7 History Motte and Bailey Castles – the speed with which they were constructed</i>	<i>Y7 History 1066 and the succession crisis – knowledge of competing feelings of claimants</i>	<i>Y7 History Medieval church – the dominance of religious belief in medieval society</i>	<i>Y7 History Slavery – reflecting and empathising with the experience of Africans sold into slavery</i>	<i>Y7 History African American Civil Rights in USA – respect for everyone’s values and traditions</i>	<i>Y7 History Local history study – fascination with Sittingbourne’s past and influences on its development</i>



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<b>Cultural</b>	<ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul>	<i>Y7 History 1066 – the cultural clash of Vikings, Saxons and Normans to assert power in England</i>	<i>Y7 History Bayeux Tapestry – the role of historic bias in a piece of woven cloth</i>	<i>Y7 History the Peasants’ Revolt – the role of ordinary people in demanding rights</i>	<i>Y7 History Slavery – celebration of the rich cultural heritage of enslaved peoples</i>	<i>Y7 History USA Civil Rights – the importance of music to the civil rights struggle in the 1960s</i>	<i>Y7 History Sittingbourne – the cultural diversity of the town based on its many historic influences</i>

**NOTES**

**Spiritual**

History encourages pupils to appreciate a range of religions and beliefs and a respect for these different perspectives. Pupils may choose to reflect on their own beliefs or respect the different ideas of others. Staff encourage pupils to consider different ideas as a good non-threatening element of life and they look at the consequences when people are not tolerant of each other.

**Moral**

Pupils are encouraged to develop an ethical code by looking at controversial issues and appraising them through humanitarian eyes.

**Social**

History provides a strong emphasis on the shaping of British values and the British judicial system.

**Cultural**

The department feels strongly that History is part of and forms a nation’s culture.



**Highsted Grammar School**  
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**Subject: History Year: 8**

<b>Strand</b>	<b>Explanation of provision</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Spiritual</b>	<ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul>	<i>Tudor Britain: Building knowledge of Protestantism and Catholicism and why people were prepared to die for their beliefs</i>	<i>Evaluation of whether Queen Elizabeth 1's policy of religious moderation was successful in creating religious peace</i>	<i>Understanding of stereotypes of women in Tudor England and how this presented a challenge for Elizabeth</i>	<i>Understanding of why people believed in and fear witchcraft in Stuart England</i>	<i>Knowledge of and respect for a range of views on whether statues of historical figures linked with slavery and colonialism should be removed</i>	<i>Looking at the impact of the British empire on the culture of the Australian people</i>
<b>Moral</b>	<ul style="list-style-type: none"> <li>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England</li> <li>understanding of the consequences of their behaviour and actions</li> <li>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li> </ul>	<i>Tudor Britain: Considering the consequences of the Break with Rome on the lives of the people of Britain.</i>	<i>Evaluation of whether Bloody Mary deserved her nickname and offering reasoned views on this</i>	<i>Evaluation of whether Elizabeth 1 was justified in her decision to execute Mary Queen of Scots</i>	<i>Consideration of how and why vulnerable members of society were most likely to be accused of witchcraft in the seventeenth century</i>	<i>How and why do historians differ on their interpretation of the Bengal famine?</i>	<i>Evaluation of whether the benefits of the British empire outweighs the negative</i>
<b>Social</b>	<ul style="list-style-type: none"> <li>use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>acceptance of and engagement 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</li> </ul>	<i>Considering issues of power, and where Henry VIII relied on parliament to legitimise the Reformation increasing the power of parliament</i>	<i>Different contexts of religion and why this led to conflict and tension</i>	<i>Study of the use of propaganda in the reign of Elizabeth 1 and comparison to the image of the royal family in modern Britain.</i>	<i>Understanding the impact of the British Civil War and the Republic on the development of a parliamentary monarchy</i>	<i>Consideration of how the British empire impacted on liberty of people who were colonised</i>	<i>Evaluation of the impact of Empire on the societies subjugated by the British</i>



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**Subject: History Year: 9**

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<b>Moral</b>	<ul style="list-style-type: none"> <li>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England</li> <li>understanding of the consequences of their behaviour and actions</li> <li>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li> </ul>	<i>Angel in the house / Suffragists – early campaigns for votes for women Stereotypes of women</i>	<i>Suffragettes – did they do more harm than good for the cause of votes for women</i>	<i>Causes of conflict in the 20th century Was Haig the Butcher of the Somme?</i>	<i>Persecution of the Jews 1930s Germany</i>	<i>Responsibility for the Holocaust Hana's suitcase – individual case study on how the Holocaust affected a similar age girl to the students themselves.</i>	<i>Impact of migration on Britain.</i>
<b>Social</b>	<ul style="list-style-type: none"> <li>use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>acceptance of and engagement 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</li> </ul>	<i>Suffragists Experiences of women in different socio economic backgrounds</i>	<i>Suffragettes - What types of women joined the suffragettes</i>	<i>Impact of war on society. Why was the First World War a global conflict? Rise of dictators – totalitarian regimes and the rise of communism</i>	<i>Bystanders, perpetrators and victims of the Holocaust. Individuals who helped Jews during the Holocaust e.g. the Kinder transport</i>	<i>Bystanders, perpetrators and victims of the Holocaust What freedoms were lost by Jews during the Holocaust</i>	<i>Mutual respect and tolerance for people of different ethnic origins</i>



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