



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: History Year: 10

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spiritual	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences 	<i>Causes and treatment of disease 1250-1700 – awareness of religious attitudes to illness</i>	<i>Causes and treatment of disease 1700-1900 – awareness of the growth of a post-Christian mindset in medicine</i>	<i>Causes and treatment of disease 1700-present – development of cradle to grave care via the NHS</i>	<i>Medical conditions on Western Front – the challenge of living in extreme conditions (shellshock etc)</i>	<i>Weimar Germany – appreciation of the trauma of WW1</i>	<i>Weimar Germany – the origins of political extremism</i>
Moral	<ul style="list-style-type: none"> 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 understanding of the consequences of their behaviour and actions 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 	<i>Causes and treatment of disease 1250-1700 – study of laws relating to plague conditions</i>	<i>Causes and treatment of disease 1700-1900 – role played by pioneers such as Jenner and Pasteur committed to public welfare</i>	<i>Causes and treatment of disease 1700-present – increasing commitment of governments to public health</i>	<i>Medical conditions on Western Front – treatment of POWs</i>	<i>Weimar Germany – the commitment to a democratic experiment</i>	<i>Weimar Germany – the challenge of defending democracy</i>
Social	<ul style="list-style-type: none"> 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 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 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 	<i>Causes and treatment of disease 1250-1700 – study of different medical opportunities for rich and poor</i>	<i>Causes and treatment of disease 1700-1900 – impact of secularisation and urbanisation on medical practice</i>	<i>Causes and treatment of disease 1700-present – opportunities opened up for medical access to lower classes</i>	<i>Medical conditions on Western Front – the role played by war as a driver of medical change</i>	<i>Weimar Germany – advances for women (lifestyle, vote, etc)</i>	<i>Weimar Germany – the response of different socio-economic groups to the Great Depression</i>



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Cultural	<ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • 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 • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • 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 	<i>Causes and treatment of disease 1250-1700 – impact of Renaissance ideas on medical understanding</i>	<i>Causes and treatment of disease 1700-1900 – the impact of mass literacy on medical practice</i>	<i>Causes and treatment of disease 1700-present – the impact of the vote on pressure for public health advances</i>	<i>Medical conditions on Western Front – the role of photography and drawing in the work of Harold Gillies</i>	<i>Weimar Germany – the art of Otto Dix and George Grosz, the Bauhaus design school, experimental cinema</i>	<i>Weimar Germany – the dynamics of Nazi propaganda (posters, radio etc)</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.



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Subject: History Year: 11

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spiritual	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences 	<i>Weimar and Nazi Germany - resistance of church leaders to Nazism</i>	<i>Weimar and Nazi Germany -the operation of the Reich Church</i>	<i>Weimar and Nazi Germany – the control of young people's minds</i>	<i>Spain and the New World – the quest to spread Christianity to other cultures and its cost to other religions</i>	<i>Spain and the New World – the different values of Aztecs, Incas and other native Americans</i>	
Moral	<ul style="list-style-type: none"> 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 understanding of the consequences of their behaviour and actions 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 	<i>Weimar and Nazi Germany – censorship and propaganda</i>	<i>Weimar and Nazi Germany -young people's resistance to Nazism</i>	<i>Weimar and Nazi Germany – persecution of religious, racial and social minorities</i>	<i>Spain and the New World – the consequences of Spanish domination</i>	<i>Spain and the New World – the exploitation of empire</i>	
Social	<ul style="list-style-type: none"> 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 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 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 	<i>Weimar and Nazi Germany – the role of men, women and children in Nazi Germany</i>	<i>Weimar and Nazi Germany – reasons for consensus within the Third Reich</i>	<i>Weimar and Nazi Germany –the extent to which the Nazis improved the economy and workers' rights</i>	<i>Spain and the New World – the nature of native American society at the time of Spanish exploration and conquest</i>	<i>Spain and the New World – how life changed as a result of Spanish imperialism for settlers and natives</i>	



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