



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: History Year: 12 - 17th century Britain (top), the Russian Revolution (bottom)

| 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>Belief in divine right of kings in Stuart England and how this led to tension</i> <i>How religion upheld Tsarism in Russia.</i> | <i>Role of religious grievances in the build up to the English civil war and the execution of the king</i> <i>The role of religious individuals such as Father Gapon in movements for change in 1905</i> | <i>The survival of religious nonconformity in Stuart England</i> <i>Debates surrounding Divine Right of kings in Russia 1914-18</i> | <i>Debates about the survival of rule by divine right in Stuart England</i> <i>Abdication of the Tsar in February 1917 and the use of religion in Russia</i> | <i>The implications of the Stuart involvement in the slave trade</i> <i>How Russia moved towards a secular society in 1917</i> | <i>The role of Parliament as defender of the Church of England after 1688</i> <i>Reasons behind the seizure of power by the Bolsheviks in October 1917.</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>Did Charles 1 deserve to be criticised for being an absolute monarch in an era of absolute monarchy.</i> <i>Life under an autocratic system of government, limitation of rights</i> | <i>Was the execution of Charles 1 inevitable – was he a 'Man of Blood'</i> <i>The impact of the Tsarist governments action in an autocratic state</i> | <i>The impact of the Civil Wars on people's lives and the search for post-war 'healing and settling'</i> <i>Impact of World war on Russian citizens</i> | <i>Treatment of the poor in Stuart England</i> <i>Reasons for the abdication of the monarchy</i> | <i>Beginning of the British Empire and the slave trade and the implications to the people of Africa</i> <i>Beginnings of democracy in Russia</i> | <i>To what extent did the Glorious Revolution democratize Britain?</i> <i>Life under a totalitarian state Russia 1917-24</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>Belief in, and criticism of, rule by divine right</i> <i>Comparison between Tsarism and constitutional monarchies and full democracy</i> | <i>The search for a lawful republic 1649-60</i> <i>Criticisms of life under an autocratic state</i> | <i>Consideration of how much impact the Levellers had in building a more democratic society</i> <i>Granting of certain liberties such as freedom of speech and right to assembly.</i> <i>The creation of a Duma</i> | <i>Changing socio-economic profile of Britain in the seventeenth century</i> <i>Attempts made in Russia for a democratic style of government in 1917.</i> | <i>Debate on popular support for of the end of James 11's rule</i> <i>Reasons for the Bolshevik takeover of power – popular revolution or Coup?</i> | <i>The impact of the Glorious Revolution on people's everyday lives</i> <i>Impact of civil war and more authoritarian style of government</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>The culture of royal power – Charles I and van Dyck etc</i> <i>Cultural diversity of 19th century Russia</i> | <i>The search for a different, more ‘Godly’ life under Cromwell</i> <i>Reasons for discontent in 20th century Russia</i> | <i>Charles II and the Restoration – Pepys, etc</i> <i>Reasons for the abdication of the Tsar</i> | <i>The growth of literacy and world of ideas in late Stuart England – Hobbes, Locke etc</i> <i>Attempts made to follow democracy</i> | <i>The engagement with the wider world – overseas trade, East India Company etc</i> <i>Rise of authoritarian regimes</i> | <i>The Glorious Revolution – the starting point of parliamentary democracy in modern Britain?</i> <i>Impact of authoritarian regimes on Russian society</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: Politics Year: 12

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| 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>Exploration of the current systems of representative democracy and direct democracy.</i> | <i>Examination of the various political parties that exist in the UK and how they represent views</i> | <i>Has the Prime Minister become presidential – Looking deeper into the psyche of modern prime ministers.</i> | <i>Voting behaviour in the UK – Variations across gender, ethnicity and age. The influence of the media in voting behaviour in 2021-2</i> | <i>Exploration of Liberal ideals of individualism</i> | <i>Examination of the concept of Utopia in Socialist ideology. Links to the Russian revolution</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>Examination of Rights in the context of Modern Britain</i> | <i>The legislative process and the moral implications of judicial involvement</i> | <i>The concept of ministerial responsibility – the moral and ethical issues associated with ministerial conduct.</i> | <i>The implications of Supreme Court reviews on key ethical issues including euthanasia</i> | <i>The Conservative ideal of law and order and the influence of paternalism in 19th society</i> | <i>Comparison of liberalism and Conservatism in relation to individual freedoms and the harm principle.</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>Examination of the evolution of the UK constitution since Magna Carta</i> | <i>Parliament's scrutiny of the Executive and the coherence of a system of checks and balances to ensure democratic principles are followed.</i> | <i>Referendums – The impact of the 2016 Brexit referendum on the UK population.</i> | <i>The relationship between the UK and its European neighbours</i> | <i>Assessment of the liberal ideals of 'liberty, equality and brotherhood'</i> | <i>Assessment of Far Left ideology in relations to the role of the state and the concept of communitarian principles.</i> |



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Subject: History Year: 13 – USA Civil Rights (top) Holocaust coursework (bottom)

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| 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>Importance of religion in the lives of slaves and how it was used to justify their status.</i> <i>Anti-Semitism in Nazi Germany</i> | <i>The importance of churches in spreading activism on civil rights issues.</i> <i>Reflection on how to engage with the historical experience of genocide</i> | <i>The importance of key religious leaders in organising civil rights activism, Martin Luther King & Malcom X</i> <i>The increased popularity of Islam in the civil rights movement.</i> <i>Reflection on how to engage with the historical experience of genocide</i> | <i>Impact of religion and spirituality on Black American literature and film</i> <i>Reflection on how to engage with the historical experience of genocide</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>Moral and ethical issues surrounding slavery.</i> <i>Debate on responsibility for Holocaust</i> | <i>Impact of slavery on the long-term prospects of BAs.</i> <i>The quest for responsibility for the Holocaust</i> | <i>Knowledge of the de facto life of BAs in the USA during the 1900s</i> <i>The quest for responsibility for the Holocaust</i> | <i>Reasons why Barack Obama was elected in 2009.</i> <i>The quest for responsibility for the Holocaust</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>Knowledge of specific civil rights laws regarding slavery in the USA.</i> <i>The debate on the involvement of ordinary Germans and native occupied populations as Holocaust perpetrators</i> | <i>Impact of southern Jim Crow legislation on the liberties enjoyed by Bas</i> <i>Investigation of how modern civilised nations can succumb to tyranny, and the experience of its victims</i> | <i>Inequality of the New Deal towards BAs in the 1930s</i> <i>Investigation of how modern civilised nations can succumb to tyranny, and the experience of its victims</i> | <i>Impact of the election of Barack Obama in 2009</i> <i>Investigation of how modern civilised nations can succumb to tyranny, and the experience of its victims</i> | | |



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| 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>Examination of the Human Rights and the threats to its core aims.</i> | <i>Examination of the focus of IGOs on contemporary world issues i.e. Conflict, Poverty and the environment</i> | <i>Examination of the International Climate conferences and the limitations of soft power</i> | <i>Analysis of the emergence of rogue states and the re-emergence of China</i> | <i>Revision</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>Assessments of Fukuyama's 'End of Civilisation' thesis and its validity.</i> | <i>Examination of the principles of Gilpin's law and how this rests within the principle of International Law</i> | <i>Examination of the Universal Declaration of Human Rights and the role of humanitarian missions between 1990-2015</i> | <i>Assessing the limitations of regionalism and how communities seek to strengthen ties through IGOs.</i> | <i>Revision</i> | |



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