



## **SMSC in History**

### **Spiritual Development in History**

A sense of curiosity is central to the study of History at Stonehenge School

Spiritual development is encouraged regularly by providing pupils opportunities to appreciate intangible concepts. The idea of truth is central to all History lessons that use sources. We have recently studied Slavery and have the students to make links between the horrific journey endured by Black Africans in the 1600's and those made today by Syrian Refugees

A strong feature of History lessons is the encouragement pupils receive from each other as well as from their teachers in relating their learning to a wider frame of reference by persistently asking 'how?' and 'why?'

Spiritual development is encouraged regularly by providing pupils opportunities to appreciate intangible concepts. The idea of truth is central to all History lessons that use sources. Order and beauty, and differing interpretations of these, also form a part of GCSE

A sense of empathy is consistently extended in lessons. History demands an understanding of others, such as that of women in WW1 during Years 9 and 11 and the experiences of different types of Americans in the first half of the 20th century.

Cultural appreciation and understanding is fundamental to learning in History across all key stages. Students are presented with authentic accounts of cultures as diverse as Ancient Rome and Greece (Year 11), Ireland (Year 10) and America (Yr 8 and Year 10)

The contribution of different cultures to human development and progress is also explored and studied, especially in the Year 11 unit covering the History of Medicine which considers the role of the Christian Church, the Muslim World and Ancient cultures had on the development of medicine and treatment.

### **Moral Development in History**

History lends itself well to supporting the moral education and development of young people. Whole school assemblies led by the History staff encourage students to reflect on their personal values, principles and actions, in the light of historical events and commemorations.

Moral questions form a key part of many of the units on offer in History at Stonehenge School. We have discussed the role of women in society in Yr 9 lessons on Jack the Ripper and also Womens Suffrage Moral decisions by individuals, governments and societies are central to the study of the Holocaust or globalisation, for example, both topics that students consider in all three phases of their time in the Faculty

### **Social Development in History**

Social issues and the needs of different groups of people are also common themes that are explicitly recognised on a regular basis, such as in the study of the experiences of women in Britain during the 19th and 20th centuries, also we study different forms of protest both nineteenth and twentieth century.

Students' ability to exercise leadership and demonstrate responsibility is promoted through team learning activities in many History lessons. Sharing understanding, knowledge and ideas is crucial in order that students make informed, well reasoned arguments that are based on fact. The staff regularly employ a range of strategies and activities to facilitate these discussions and collaborations.

Social issues and the needs of different groups of people are also common themes that are explicitly recognised on a regular basis, such as the experiences of women in Britain during the 19th and 20th centuries, covered firstly in Year 9 and then extended in GCSE History.

Students' ability to exercise leadership and demonstrate responsibility is promoted through team learning activities across the faculty.

### **Cultural Development in History**

Much of the History curriculum in year 9 and at GCSE explicitly teaches students an appreciation of the influences that have shaped their own cultural heritage in Britain. The two World Wars and the key changes brought about by these events are key. For example, a debate about the 'Blitz spirit' engages students in the nature of Britishness and the setting up of the NHS and its differences from other nations is also explored.

The History curriculum offers students opportunities to express their opinions and communicate their knowledge in varied ways from Years 9 to 11, including artistic and cultural forms. Homework about the nature of trench warfare have taken the form of artwork, assessments of continuity and change in Medicine have been demonstrated through the rewriting of song lyrics and the role of individuals through the use of social media.

The contribution of different cultures to human development and progress is also assessed carefully, especially in the Year 11 unit covering the History of Medicine which considers the extent of the impact that the Christian Church, the Muslim World and Ancient cultures had on the development of medicine and treatment.

Year 9 students, in playing a trading game, took on clearly defined roles and developed their knowledge and understanding of relationships between countries around the world.