

OAK HILL CE PRIMARY SCHOOL: Promoting SMSC and FBV through History

SMSC and FBV	Do Children....	Evidence and Examples
<p>Spirituality Explore beliefs, experience and faiths, feelings and values, enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences</p>	<p>explore chronology and their place in history</p> <p>discover how past and present is interconnected</p> <p>explore how beliefs and perspectives have changed over time</p> <p>understand how people’s beliefs have shaped their actions, for example, Henry VIII creating the Church of England, Mayan blood sacrifices</p>	<p>Timelines in every topic, including a world history timeline to compare different ancient time periods.</p>
<p>Moral Recognise right and wrong and respect the rule of law; understand consequences; investigate moral and ethical issues and offer reasoned views</p>	<p>explore choices and consequences that affect social change, for example, Henry VIII Great Matter</p> <p>use drama, role play, stories and pictures, to develop a better understanding of how moral issues and decisions affected history</p> <p>explain why they think the choices people made were right or wrong</p> <p>understand how people have been unfairly treated in the past, for example, Native Americans</p>	<p>Britain at War, Emperors and empires, Through the ages</p> <p>Historical conversations/ debates</p> <p>Maafa</p>
<p>Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and co-operate; resolve conflict</p>	<p>take an active part in historical visits and workshops</p> <p>collaborate with others</p> <p>express opinions based on historical evidence and respect the opinions of others</p> <p>understand how laws and rules have changed over time to protect and improve life for different groups of people</p> <p>investigate aspects of local history</p>	<p>Enrichment and trips to local historical sites.</p> <p>Key questions, stem sentences to prompt historical thinking.</p> <p>Enquiry based activities.</p>
<p>Cultural Appreciate cultural influences; appreciate the role of Britain’s parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity</p>	<p>visit and find out about historical and heritage sites</p> <p>visit museums and explore historical artefacts</p> <p>find out about ancient civilisations from around the world</p> <p>research conflict within different societies and the attempts that have been made to resolve them, for example, William Wilberforce and the abolishment of slavery, Rosa Parks and human rights</p>	<p>Dynamic Dynasties</p> <p>Ancient Civilisation</p> <p>Movers and Shakers</p> <p>Magnificent Monarchs</p> <p>Maafa</p>

<p>Democracy A system where everyone plays an equal part</p>	<p>investigate how democracy and democratic decisions have influenced history</p> <p>understand how and why democracy has failed, for example, dictatorships (Hitler) or has been misused (Anne Boleyn's trial)</p> <p>make decisions and come to conclusions using historical evidence</p> <p>explore the consequences of the decisions made by individuals or groups of people</p>	<p>Britain at war Maafa Dynamic Dynasties</p> <p>Key questions, stem sentences to prompt historical thinking</p>
<p>Rule of Law The principle that all people and institutions are subject to and accountable for their actions and behaviours</p>	<p>find out how rules and laws have influenced or caused historical change, for example, the Factory Act 1833 (which improved conditions for working children) or the 1918 Representation of the People Act (which granted the vote to women over the age of 30)</p>	<p>Britain at war Dynamic Dynasties Movers and Shakers</p>
<p>Individual Liberty Being free to express views or ideas</p>	<p>explore how historical figures expressed their views and beliefs and how their beliefs influenced history (Hitler or Rosa Parks)</p> <p>explore where individual liberty has been oppressed and the effect that it had on different groups of people</p>	<p>Across the curriculum key figures highlighted- further exploration through the Hidden Voices Curriculum.</p>
<p>Tolerance and Respect The ability or willingness to respect and tolerate the opinions or behavior of others</p>	<p>listen to and respect the views of others, and understand that a different view is equally valid</p> <p>explore how prejudice and discrimination has influenced history and affected groups of people</p>	<p>Maafa Britain at war</p>