



Glen Hills Primary School S.M.S.C. Curriculum Map – History with Route to Resilience links

Year Group	<u>Spiritual</u> The spiritual development of pupils is shown by their: <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. 	<u>Moral</u> The moral development of pupils is shown by their: <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, recognise legal boundaries and, in so doing, 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. 	<u>Social</u> The social development of pupils is shown by their: <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 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<u>Cultural</u> The cultural development of pupils is shown by their: <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 and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
EYFS	Sharing events from their past. Listening/Respect Knowing their family has a past. Respect	Sharing how to play games fairly (comparing games from the past and present day games). Co-operation/Respect/Friendship	Learning about and respecting the past of their peers' families. Listening/Respect/Friendship	Learning about the past of their peers' families. Listening/Curiosity/Friendship
Year 1	Finding out about the meaning behind Bonfire Night. Curiosity	Discussing whether Guy Fawkes made good choices or not. Reasoning	Considering their family and who is in their family. Self-esteem Identifying how life has changed in homes and transportation since the Victorian era. Curiosity/Good thinking	Understanding that Britain has a monarchy and that QEII is the head of it. Curiosity Discovering the meaning behind Bonfire Night. Curiosity Recognising the importance of Remembrance Sunday/Armistice Day. Empathy/Respect

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Year 2	<p>Understanding the religious reasons for Anne Frank's situation. Empathy/Respect</p> <p>Understanding that there were religious reasons for Guy Fawkes decisions. Good thinking/Reasoning</p> <p>Trip to Rockingham Castle. Curiosity/Respect</p>	<p>Considering the fact that Guy Fawkes will not have believed himself to be in the wrong. Reasoning</p>	<p>Learning about key figures in British social history: Samuel Pepys, Louis Braille, Guy Fawkes, Florence Nightingale, Edith Cavell, Mary Seacole and Robert Louis Stevenson. Curiosity/Respect</p>	<p>Recognising the cultural significance of key figures in British social history: Samuel Pepys, Louis Braille, Guy Fawkes, Florence Nightingale, Edith Cavell, Mary Seacole, and Robert Louis Stevenson. Curiosity/Respect</p> <p>Understanding why Anne Frank had to hide during WWII and why this is wrong. Empathy/Respect</p> <p>Finding out about the history of castles and transportation within Britain. Curiosity</p>
Year 3	<p>Visit the Jewry Wall museum. Curiosity/Listening /Focus/Good humour</p>	<p>Considering why people have such dramatically different opinions about Boudicca. Good thinking/Reasoning</p>	<p>Finding out about changes the Romans made to Britain that are still in effect in modern Britain. Curiosity</p>	<p>Finding out about the Bronze age, Iron age, Celts and the Roman invasion and where they fit into the timeline of British history. Curiosity/Good thinking</p>
Year 4	<p>Enjoying the theme day for WWII and recognising the views that different people had about WWII. Empathy/Reasoning/Curiosity</p>	<p>Recognising the moral justifications for WWII. Empathy/Reasoning/Respect</p>	<p>Recognising the social impact of WWII. Curiosity/Respect</p>	<p>Finding out about where WWII fits into British history. Curiosity</p>
Year 5	<p>Reflecting on their own life when compared to the lives of Muslims (e.g. comparing the 5 pillars of Islam to their own life). Respect/Reasoning/Friendship</p>	<p>Identifying information bias and recognising the importance of treating historical sources with care and reasoning. Reasoning/Empathy/Good thinking/Respect</p> <p>Debating differing historical perspectives about the Tudor and Maya time periods giving justifications for their opinions. Listening/Focus/Respect/Reasoning</p>	<p>Comparing and contrasting houses for Tudor and Maya people. Reasoning/Good thinking</p> <p>Considering the long-term social impact of the development of the Empire during the Tudor period. Respect/Empathy/Listening</p> <p>Considering the social reasons for some of the 'crimes' committed during the Tudor period. Empathy</p>	<p>Recognising the long-term cultural impact of the Maya civilisation. Curiosity/Empathy</p> <p>Identifying the impact Ancient Greek religion had on life in Greece. Reasoning/Respect/Empathy</p> <p>Understanding the impact the Olympics had during the Ancient Greek civilisation and the subsequent impact it has had on the modern world. Curiosity</p> <p>Explaining how the Tudor period shaped modern Britain. Empathy/Curiosity/Good</p>

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		<p>Discussing the ethical and moral impact of the development of the Empire during the Tudor period. Respect/Empathy/Listening Learning about Tudor punishments and considering whether the 'fitted the crime' or not. Reasoning /Curiosity/Empathy Recognising the differences in law and order today compared with law and order in Tudor times. Gratitude/Reasoning/Good thinking/Empathy</p>		<p>thinking</p>
Year 6	<p>Realising how different their lives are compared to children from the Victorian era. Gratitude/Empathy/Good thinking</p>	<p>Considering the ethics of putting children to work in dangerous jobs. Reasoning/Listening Discussing whether The Great Exhibition was a good endeavour or not. Reasoning/ Listening/ Respect</p>	<p>Finding out about key figures in Victorian society who changed the lives of children. Gratitude/Empathy Considering the affect the development factories had in the Victorian era. Gratitude/Empathy</p>	<p>Understanding where the Victorian era fits within British history. Curiosity/Good thinking Finding out about how the development of the railway changed life in Victorian Britain. Empathy/Focus Considering the impact of the Great Exhibition. Respect/Good thinking/Reasoning Learning about key figures from the Victorian era who made significant impact on Britain culture. Curiosity/Empathy/Gratitude</p>

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