

Spiritual development in History

The ability to be reflective about their beliefs, religious or otherwise is a theme visited throughout KS3. For example, in Year 7 there is a focus on developing societies and the role and influences of Roman beliefs on the nations within the Roman Empire. Pupils explore the significance of the Church in everyday life in the Middle Ages and its influences on core British values, including the Rule of Law and tolerance. In Year 8 students study The Silk Roads and explore links with Islamic ideas and other cultures to provide contrasts with their own world view. Similarly in Year 9 the study of the Holocaust further develops this theme. Links and comparisons are continually made with modern day, to encourage students to engage fully with the difficulties faced. Creativity and imagination is key, the ability to empathise is a regular feature of the curriculum, whether that is a soldier in World War I (Year 8) or a Roman experiencing the sights, sounds and thrills of Ancient Rome (Year 7). The diversity of the student experiences encourages discussion and debate of different perspectives. Students are given the opportunity to make links with current events to develop their understanding of complex situations in the past.

Moral development in History

History is a subject that lends itself to investigations, debates, and a consideration of different viewpoints. Discussion of moral and ethical issues is fundamental to the subject, focus on areas including the slave trade and slavery, the role of women in History and the importance of democracy are key examples of development of the curriculum to encourage this discussion. The idea of right and wrong and consequences is also a theme throughout. Students discuss moral issues through a study of films around the theme of the Tudor religious settlement & persecution, the abolition of slavery, Holocaust, Hitler and the Nazi Party and Twentieth Century dictators.

Social development in History

Social development is a focus both in terms of classwork, but also thematically in the curriculum. The exploration of the Roman Republic and its virtues, changes to democracy and the monarchy in the UK, as well as changes socially in Britain such as the role of women and immigration are explored. Questions and debates are encouraged by the use of 'counterfactual history' scenarios, of 'what if' situations relating to various events throughout History, encouraging students to co-operate and resolve conflict. Year 9 are encouraged to explore British values, their role in Britain and the impacts of multiculturalism and how it has helped to change Britain.

Cultural development in History

An appreciation of the influences that have shaped the students' own cultural heritage is focused on ranging from links to the two World Wars, Indian Partition and the Windrush Generation and the key changes brought about by these events. These features enable students to focus on the nature of Britishness, they are encouraged to consider the strength of democracy in Britain and how this differs from other nations. Further links in this area can look at migration, which can be tracked from the earliest topics of the Romans and Normans to modern day. A focus on significant individuals encourages students to reflect on their own cultural assumptions and values. Through marking each other's work and delivering presentations and debates, students also are introduced to concepts, values and events they would never otherwise have encountered.

Work within the subject allows them to express their opinions and communicate their knowledge in varied ways, including artistic forms, in written work helping to develop empathy. The curriculum builds social, economic and political history throughout KS3 to enable them to deepen their cultural awareness through GCSE and A level studies of both Britain and the wider world.