All Saints’ Catholic Academy

SMSC in the History curriculum

In the History department at All Saints’ we ensure that every person achieves their full potential: spiritually, academically, socially, morally, culturally and physically through the promotion of Catholic values and principles and by living out our mission “we shall serve.”

<table>
<thead>
<tr>
<th>Spiritual</th>
<th>Year 7</th>
</tr>
</thead>
</table>
| Areas of the curriculum that enable the pupils to develop self-esteem and self-confidence whilst building an appreciation of their own and others’ beliefs. | **Skills:** Norman Conquest; William’s Control; Castles; Medieval Life; The Tudors; Landscape of Britain project
Incorporated in the SOLs there are opportunities for student discussion, and paired and group work including presentations. Therefore, students will develop their self-esteem and self-confidence and an appreciation of the importance of listening carefully to the views of others. This involves debates, for example ‘Why did William win the Battle of Hastings?’ (Covered Sept – Oct) where it is essential students can consider the views of others.
The nature of the topics taught involves students showing empathy with people from the past, and considering the different perspectives of the people they learn about. |

<table>
<thead>
<tr>
<th>Year 8</th>
</tr>
</thead>
</table>
| **English Civil War; Industrial Revolution; Slavery; Votes for Women; WWI; WWII; Holocaust**
Incorporated in the SOLs there are opportunities for student discussion, and paired and group work including presentations. Therefore, students will develop their self-esteem and self-confidence and an appreciation of the importance of listening carefully to the views of others. This involves debates, for example ‘Cromwell: Hero or Villain?’ (Covered Sept – Oct) where it is essential students can consider the views of others.
The nature of the topics taught involves students showing empathy with people from the past, and considering the different perspectives of the people they learn about. |

<table>
<thead>
<tr>
<th>Year 9</th>
</tr>
</thead>
</table>
| **Skills:** Introduction to time periods; Ancient Medicine; Renaissance Medicine; 17-50 to Modern Medicine; Factors
Within the content of this unit, students develop an appreciation for the views and opinions of the people in the past, as they explore natural and supernatural beliefs about disease and medicine. Furthermore, Incorporated in the SOLs there are opportunities for student discussion, |
and paired and group work including presentations. Therefore, students will develop their self-esteem and self-confidence and an appreciation of the importance of listening carefully to the views of others. (Skills covered throughout the year)

**Year 10**

**Weimar Germany; Hitler's Rise to Power; Life in Nazi Germany; Controlled Assessment: Cromford Mill; Medicine Recap and Paper 2 Skills**

Within the content of the Germany unit, students must consider the views and opinions of people during a very significant time in History – those under the totalitarian Nazi regime. Issues such as genocide, prejudice and discrimination are explored in depth. Tasks involve empathy, sharing opinions and making and explaining judgements. (Covered Sept - Feb)

In the controlled assessment unit, students gain self-confidence as they develop analysis skills in the real-life context of a site they have visited for themselves. Engagement in the trip builds self-esteem and social skills. (Covered March - June)

**Year 11**

**Nazi Germany: Paper 2 (Public Health in Britain 1800-1914); Revision**

Within the content of the Germany unit, students must consider the views and opinions of people during a very significant time in History – those under the totalitarian Nazi regime (Covered Sept - Dec). Issues such as genocide, prejudice and discrimination are explored in depth. Within the content of the Public Health Unit (Covered Jan - Feb) students develop understanding of the laissez-faire beliefs of the 19th century. Tasks involve empathy, sharing opinions and making and explaining judgements.

**Year 12 and Year 13**

Students are required to present and lead on information in front of their peers. They are frequently involved in the debate of historical issues and considering events from different perspectives. E.g. different Russian leaders; (Covered Sept – Oct, and throughout the year) motives for Civil Rights activists. (Covered Sept - Oct)

---

**Moral**

Areas of the curriculum that enable pupils to distinguish between right and wrong, to show a respect for both civil and criminal law and encouraging pupils to respect fundamental British values of democracy, individual liberty and mutual respect.

**Year 7**

**Skills; Norman Conquest; William’s Control; Castles; Medieval Life; The Tudors; Landscape of Britain project**

Students consider the difference between right and wrong in their study of events during the Norman Conquest and the actions of the Tudor monarchs. (Covered September, March - May) The Landscape of Britain project considers British values and liberties and how these have changed over time. (Covered July)
Year 8
English Civil War; Industrial Revolution; Slavery; Votes for Women; WWI; WWII; Holocaust
Students consider the difference between right and wrong when studying the actions of Cromwell (Covered Sept - Oct), the reasons that people became involved in the slave trade (Covered Jan-Feb) and the moral issues of the Holocaust (Covered June-July). Parliament and British democracy are studied during the English Civil War unit (Covered Sept-Oct). Individual liberty and the universal franchise are explored during the Votes for Women unit (Covered Feb-March).

Year 9
Skills: Introduction to time periods; Ancient Medicine; Renaissance Medicine; 17-50 to Modern Medicine; Factors
Throughout the Medicine Through Time unit, the impact of individuals and government is considered as a key factor. Individual motives are studied as students consider the opposition and support for different medical developments throughout history. (Skills covered throughout the year)

Year 10
Weimar Germany; Hitler’s Rise to Power; Life in Nazi Germany; Controlled Assessment: Cromford Mill; Medicine Recap and Paper 2 Skills
The difference between right and wrong is an integral element of the study of Nazi Germany. The issues of individual liberty and mutual respect are considered in depth through the content of this unit. (Covered Sept - Feb)
In the controlled assessment unit on Cromford Mill, students consider issues around paternalistic bosses and the way their workers were treated. (Covered March - June)

Year 11
Nazi Germany: Paper 2 (Public Health in Britain 1800-1914); Revision
The difference between right and wrong is an integral element of the study of Nazi Germany. The issues of individual liberty and mutual respect are considered in depth through the content of this unit. (Covered Sept – Dec)
In the Public Health unit, students learn about the importance of the extension of the franchise in 1867 and develop respect for the democratic process. (Covered Jan - Feb)

Year 12 and Year 13
Through the study of leaders and key conflicts in Germany, Russia, the US and Britain, students consider the motives behind actions and discuss issues of right and wrong. Through exploration of the political system of the countries studied, students explore the democratic process. In the
<table>
<thead>
<tr>
<th>Year 12 unit on conflict in Britain, students learn about the British values of democracy, individual liberty and mutual respect when considering the impact of the Boer War, Crimean War and World War One on the British people.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Leaders covered throughout the year)</em></td>
</tr>
</tbody>
</table>
Areas of the curriculum that encourage pupils to accept responsibility for their behaviour, to show initiative and to understand how they can contribute positively to the lives of others within the school and the wider community.

**Year 7**
*Skills; Norman Conquest; William’s Control; Castles; Medieval Life; The Tudors; Landscape of Britain project*
Incorporated in the SOLs there are opportunities for student discussion, and paired and group work including presentations. Therefore, students will be encouraged to show initiative and contribute to work to benefit their group, class and school community. *(Skills covered throughout the year)*

**Year 8**
*English Civil War; Industrial Revolution; Slavery; Votes for Women; WWI; WWII; Holocaust*
Incorporated in the SOLs there are opportunities for student discussion, and paired and group work including presentations. Therefore, students will be encouraged to show initiative and contribute to work to benefit their group, class and school community. *(Skills covered throughout the year)*

**Year 9**
*Skills: Introduction to time periods; Ancient Medicine; Renaissance Medicine; 17-50 to Modern Medicine; Factors*
Incorporated in the SOLs there are opportunities for student discussion, and paired and group work including presentations. Therefore, students will be encouraged to show initiative and contribute to work to benefit their group, class and school community. *(Skills covered throughout the year)*

**Year 10**
*Weimar Germany; Hitler’s Rise to Power; Life in Nazi Germany; Controlled Assessment: Cromford Mill; Medicine Recap and Paper 2 Skills*
Incorporated in the SOLs there are opportunities for student discussion, and paired and group work including presentations. Therefore, students will be encouraged to show initiative and contribute to work to benefit their group, class and school community. *(Skills covered throughout the year)*

**Year 11**
*Nazi Germany: Paper 2 (Public Health in Britain 1800-1914); Revision*
Incorporated in the SOLs there are opportunities for student discussion, and paired and group work including presentations. Therefore, students will be encouraged to show initiative and contribute to work to benefit their group, class and school community. *(Skills covered throughout the year)*

**Year 12 and Year 13**
Students are expected to show initiative and take responsibility for work as part of learning teams. This allows them to appreciate the importance of their individual contribution to the learning of others. Group
work is often set as independent study, therefore students develop their independence, communication and teamwork skills.  
*(Skills covered throughout the year)*

<table>
<thead>
<tr>
<th>Cultural</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas of the curriculum that promote principles which</td>
<td>Skills; Norman Conquest; William’s Control; Castles; Medieval Life; The Tudors; Landscape of Britain project</td>
</tr>
</tbody>
</table>
provide students with a broad general knowledge of public institutions and services. Encouraging an appreciation and tolerance of other people’s cultures and traditions.

Students learn about the way that Britain used to be ruled, as well as how the leadership of Britain has changed over time. (Skills covered throughout the year)

**Year 8**

**English Civil War; Industrial Revolution; Slavery; Votes for Women; WWI; WWII; Holocaust**

Students learn about the background to democracy and Parliament in Britain (Covered Sept-Oct). They also explore the impact of war on the country (Covered April-July) and appreciate how people in the past lived.

**Year 9**

**Skills: Introduction to time periods; Ancient Medicine; Renaissance Medicine; 17-50 to Modern Medicine; Factors**

In the History of medicine unit, students learn about the culture of Ancient Egypt, Greece and Rome and the impact this had on future societies (Covered Sept-Feb). Students learn about the impact of Islamic medicine on Europe. Students study global medical developments, considering the role religion and lifestyle has had throughout History. (Skills covered throughout the year)

**Year 10**

**Weimar Germany; Hitler’s Rise to Power; Life in Nazi Germany; Controlled Assessment: Cromford Mill; Medicine Recap and Paper 2 Skills**

Incorporated in the SOLs there are opportunities for student discussion, and paired and group work including presentations. Therefore, students will be encouraged to show initiative and contribute to work to benefit their group, class and school community. (Skills covered throughout the year)

**Year 11**

**Nazi Germany: Paper 2 (Public Health in Britain 1800-1914); Revision**

Students learn about the move away from the laissaz-faire attitude of the government towards ‘New Liberalism’. They learn about the impact of government reforms on society, including the 1875 Public Health Act and the Liberal Reforms of 1906-1914. (Covered Jan-Feb)

**Year 12 and Year 13**

Through the study the impact of key events on society in Germany, Russia, the US and Britain. Through exploration of the political system of the countries studied, students explore the democratic process. In the Year 12 unit on conflict in Britain, students learn about the impact of public services and institutions during the Boer War, Crimean War and World War One on the British people. In the Year 12 unit about the US in Asia, students explore the impact of war on the people of Korea and Vietnam. (Leaders covered throughout the year)