

# SMSC

## Opening Worlds Curriculum: History

### **Spiritual**

Throughout each unit, the children will develop a sense of awe and wonder about past events and how they have shaped the world they experience today. They will be encouraged to discuss how things might have been different had these events resulted in alternative outcomes. To foster critical thinking, lessons will present different interpretations of the past and provide opportunities to practise historical enquiry methods, understand how evidence is used rigorously to make historical claims, and discern how and why contrasting interpretations of the past have been constructed. By the end of each unit, the children will be able to explore beliefs beyond their own and demonstrate tolerance and respect for people of different faiths and values, linking their learning to British values.

### **Moral**

Within the history programme, the children will be encouraged to consider moral questions and dilemmas, including how beliefs from the past may conflict with what we consider acceptable today and why. By examining evidence and drawing on prior knowledge from geography and religious education, they will develop the ability to recognise a range of moral arguments and understand their significance for both them and others. Through exploring the character traits of historical figures, who may have caused suffering in the past, they will learn to differentiate between right and wrong in a meaningful way within the context of justice. Furthermore, their moral development will be demonstrated through their ability to understand the consequences of their own behaviour and actions.

### **Social**

The children will hear the voices of the disadvantaged, marginalised and oppressed to support meaningful discussion, where examples of exploitation and injustice can be identified and challenged. They will learn how to interrogate diverse sources of evidence and understand that a key difficulty for historians is to render past suffering visible, especially when the poor leave far fewer traces behind than the wealthy. Contrasting past societies with those of the modern world will enable them to ask informed questions about past power structures and social issues which would have affected how people lived; for example, attitudes towards the poor. They will be encouraged to reflect on the significance of British values and protected characteristics, whilst displaying their own social development through teamwork, respectful discussion and debate.

### **Cultural**

The children will explore the similarities and differences between past and present societies, examining how culture is shaped by history, with multiculturalism across the globe as a recurring theme throughout each unit. The study of ancient civilisations is fundamental to each unit as it provides key insights into how historic beliefs, traditions, languages, and art

have shaped the cultures of the present day, whilst also celebrating what unites rather than divides us. The cradle of civilisations in the Middle East – from which Jews, Christians and Muslims all emerge – highlights our shared ancestry, the origins of valued traditions, the broader patterns of human interaction and how these interactions have influenced the development of modern British culture. Whilst at NJA, the children will participate in trips to culturally significant sites that will help them to understand, respect and celebrate diversity as part of their cultural development.