

SMSC within History— Coverage and Progression Map (Autumn)

Spiritual Development: (Sp)

- To demonstrate an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in.
- To show respect for different people's faiths, feelings and values.
- To demonstrate a 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.

Moral Development: (M)

- To demonstrate an ability to recognise the difference between right and wrong and apply this understanding in their own lives and, in doing so, respect civil and criminal law of England.
- To show an understanding of the consequences of their behaviour and actions.
- To show an interest in investigating and offering reasoning views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Social Development: (So)

- To use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- To show a willingness to participate in a variety of communities and social settings, including volunteering, co-operating well with others and being able to resolve conflicts effectively.
- To demonstrate 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.
Children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.

Cultural Development: (C)

- To understand and appreciate a range of cultural influences that have shaped their own heritage and that of others.
- To understand and appreciate a range of different cultures within school and within their community and the wider world to prepare them for life in modern Britain.
- To have a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- To show willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- To show interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extend they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The Den	<ul style="list-style-type: none"> ➤ Christmas in the past. (Sp, C) ➤ Ourselves: Family History. ((Sp) (So) (M) (C)) ➤ Traditional Tales((Sp) (So) (M) (C)) ➤ Children will be learning about their family tree. They will learn about what is important to them and their families. (Sp) (So) (M) (C) ➤ They will learn about how they have grown and changed since they were babies and also what they will be able to do as they get older. (Sp) (So) (M) (C) ➤ Reflection.
Nursery	<ul style="list-style-type: none"> ➤ Toys from the past((Sp) (So) (M) (C)) ➤ Christmas celebrations. (Sp, C) ➤ Ourselves: Family History. ((Sp) (So) (M) (C))
Reception	<ul style="list-style-type: none"> ➤ Christmas in the past. (Sp, C) ➤ Ourselves: Family History. ((Sp) (So) (M) (C)) ➤ Traditional Tales((Sp) (So) (M) (C))
Year 1	<ul style="list-style-type: none"> ➤ Children will be learning about their family tree. They will learn about what is important to them and their families. (Sp) (So) (M) (C) ➤ They will learn about how they have grown and changed since they were babies and also what they will be able to do as they get older. (Sp) (So) (M) (C)

SMSC within History— Coverage and Progression Map (Autumn)

	<ul style="list-style-type: none"> ➤ Traditional Tales ((Sp) (So) (M) (C))
Year 2	<ul style="list-style-type: none"> ➤ Autumn Term-No history due to double Geography
Year 3	<ul style="list-style-type: none"> ➤ Children will learn about the period of time from The Stone Age through to the Iron Age and will consider how things would be different if the course of events had been different. (So C) ➤ Explore how the environment has been historically changed through the different epochs. ➤ Stone Age to Iron Age enables children to understand and appreciate how the development of cultural influences have shaped their own heritage and that of others. ➤ Children will discuss how groups and communities organised themselves during The Stone Age, Bronze Age and Iron Age. (C So)
Year 4	<ul style="list-style-type: none"> ➤ Valley of the kings, specifically focussing on Tutankhamun (Sp, C) ➤ Social systems in Ancient Egypt compared to now (So, C and M) ➤ Jobs in Ancient Egypt (M, C, So and Sp) ➤ Making Papyrus paper compared to the way we make paper now (C) ➤ Uses of the River Nile and flooding of the Nile (C, So, M)
Year 5	<ul style="list-style-type: none"> ➤ During the USA topic, children will learn about significant landmarks and historical events. (Cu) ➤ The children will learn about important key figures in America's history and the social impact they had. (So, Cu, M) ➤ Children will examine Viking faiths, traditions and beliefs. (M, Cu, So)
Year 6	<ul style="list-style-type: none"> ➤ World War Two – Focus on Jewish Persecution (M, Cu, So and Sp)