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| **History** | We promote **social** *development by…* | We promote **moral** *development by…* | We promote **spiritual** *development by…* | We promote **cultural** *development by…* |
| By looking at the structure of Mill Society and how the owners impacted on the local area. Posing the question, “Is it right children worked rather than going to school?”  By comparing life before, during and after Roman Britain, exploring why things changed. | By exploring the results of right and wrong behaviour in the past, e.g., WW1 and WW2, The Stone Age.  By considering difference perspectives and showing empathy, e.g., In LKS2, looking at ‘The Blitz’ specifically from the viewpoint of a German child and asking questions such as “What would it really be like to live such as simple live as in the Stone Age?”  By considering how historical events show us how we ought to treat one another and teach us how we wouldn’t want to behave to one another.  By going beyond the facts and asking pupils to make hypotheses and pose questions such as “What if..?”, | By speculating about how we mark important events from History and the people who shaped them.  By considering how things would be different if the course of events had been difference. For example: What difference would it have made if Germany won WW2?  By developing their feelings or emotions through role play, stepping into the shoes of another individual to explore their live for example, an evacuee.  By looking at local history and investigating the reasons why there is a Remembrance display (WW1 and WW2) and the Pretoria Pit Statue, specifically understanding the importance to our local area. | By exploring local history and researching local figures for example, soldiers who fought in the war.  By investigating historical figures who have shaped Britain and/or left a legacy within our culture e.g. Winston Churchill.  By developing an understanding of the key events shaping British history (as specified in the National Curriculum).  By comparing other periods and cultures in History such as ‘The Greeks’ or ‘The Egyptians’ to life today. |