

History



Kapow
Primary™

Personal development,
SMSC and
British values mapping

Introduction

This document is aimed at History subject leaders and Personal development leads. It shows where the Kapow Primary curriculum provides opportunities for pupils to develop spiritually, morally, socially and culturally, as well as develop their understanding and respect for the fundamental British values.

The latter pages of this document map those units which can support you as you strive to improve pupils' personal development in line with Ofsted's Personal development criteria.

Please note that the curriculum alone will not be sufficient evidence that your school is providing for pupils' personal development and your school will be expected to show how other elements of school-life are geared towards this aim.

This document is updated to reflect changes to our website and the current version can always be found [here](#).

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What is SMSC?

Spiritual, Moral, Social and Cultural development.

All schools in England must show that they are developing their pupils in these areas. The SMSC statements included in this document are taken from the Ofsted Inspection handbook (November 2019) which states what inspectors may look for when evaluating pupils' SMSC development in schools.

Spiritual development

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- 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

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

What is SMSC?

Social development

- Use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance of 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural development

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

British values

Since November 2014 all schools have been expected to actively promote the fundamental British values set out below.

Our History curriculum supports schools in promoting these values and the Social development pages that follow also show which units help to instil any of the British values.



Democracy

We all have a voice within school and society.



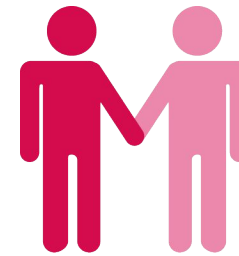
Rule of law

We understand that rules and laws are there to keep everyone safe and happy and we respect them.



Individual liberty

We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.



Mutual respect

We respect others and expect them to show us respect.



Tolerance of those with different faiths and beliefs

We respect and appreciate diversity and understand that everybody has different views and beliefs.

SMSC and British values mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 1			Kapow Primary units Year 2		
		How am I making history?	How have toys changed?	How have explorers changed the world?	How was school different in the past?	How did we learn to fly?	What is a monarch?
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	✓	✓	✓	✓	✓	✓
	Knowledge of, and respect for, different people's faiths, feelings and values	✓	✓	✓	✓	✓	✓
	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	✓	✓	✓	✓	✓	✓

SMSC mapping - Key stage 1

Moral	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 1			Kapow Primary units Year 2		
		How am I making history?	How have toys changed?	How have explorers changed the world?	How was school different in the past?	How did we learn to fly?	What is a monarch?
	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England						
	Understanding of the consequences of their behaviour and actions						
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues			✓			

SMSC and British values mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:		Kapow Primary units Year 1			Kapow Primary units Year 2		
			How am I making history?	How have toys changed?	How have explorers changed the world?	How was school different in the past?	How did we learn to fly?	What is a monarch?
Social	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds		✓	✓		✓	✓	✓
	Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively							
	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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Democracy						
		The rule of law						
		Individual liberty						
		Mutual respect	✓	✓	✓		✓	
		Tolerance of those with different faiths and beliefs	✓			✓		✓

SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 1			Kapow Primary units Year 2		
		How am I making history?	How have toys changed?	How have explorers changed the world?	How was school different in the past?	How did we learn to fly?	What is a monarch?
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	✓	✓		✓		✓
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain						
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	✓					✓
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.						✓
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities		✓	✓			✓
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities			✓			✓

SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 3			Kapow Primary units Year 4		
		British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans settle in Britain?	What did the Egyptians believe?	How have children's lives changed?	British history 3: How hard was it to invade and settle in Britain?	British history 4: Were the Vikings raiders, traders or settlers?
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life		✓	✓	✓		✓
	Knowledge of, and respect for, different people's faiths, feelings and values	✓		✓		✓	✓
	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	✓	✓	✓	✓	✓	✓

SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 3			Kapow Primary units Year 4		
		British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans settle in Britain?	What did the Egyptians believe?	How have children's lives changed?	British history 3: How hard was it to invade and settle in Britain?	British history 4: Were the Vikings raiders, traders or settlers?
	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England		✓	✓	✓	✓	✓
	Understanding of the consequences of their behaviour and actions		✓		✓		✓
Moral	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	✓	✓	✓	✓	✓	✓

SMSC and British values mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:		Kapow Primary units Year 3			Kapow Primary units Year 4		
			British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans settle in Britain?	What did the Egyptians believe?	How have children's lives changed?	British history 3: How hard was it to invade and settle in Britain?	British history 4: Were the Vikings raiders, traders or settlers?
Social	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds		✓	✓	✓	✓	✓	✓
	Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively					✓		
	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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Democracy						
		The rule of law		✓		✓	✓	
		Individual liberty				✓	✓	
		Mutual respect			✓	✓		✓
		Tolerance of those with different faiths and beliefs			✓	✓		

SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 3			Kapow Primary units Year 4		
		British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans settle in Britain?	What did the Egyptians believe?	How have children's lives changed?	British history 3: How hard was it to invade and settle in Britain?	British history 4: Were the Vikings raiders or peace-loving settlers?
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	✓	✓	✓	✓		✓
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain	✓		✓			
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	✓		✓	✓		✓
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.						
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	✓	✓	✓	✓		
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	✓		✓	✓		✓

SMSC mapping - Upper key stage 2

Spiritual	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 5			Kapow Primary units Year 6		
		British history 5: Were the Tudor monarchs great kings and queens?	What did the Greeks ever do for us?	How did the Maya civilisation compare to the Anglo-Saxons?	What does the Census tell us about our local area?	Unheard histories: Who should go on the banknote?	British history 6: What was the impact of World War II on the people of Britain?
	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	✓	✓				✓
	Knowledge of, and respect for, different people's faiths, feelings and values	✓	✓		✓		✓
	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	✓	✓		✓		✓

SMSC mapping - Upper key stage 2

Moral	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 5			Kapow Primary units Year 6		
		British history 5: Were the Tudor monarchs great kings and queens?	What did the Greeks ever do for us?	How did the Maya civilisation compare to the Anglo-Saxons?	What does the Census tell us about our local area?	Unheard histories: Who should go on the banknote?	British history 6: What was the impact of World War II on the people of Britain?
	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England	✓	✓		✓		✓
	Understanding of the consequences of their behaviour and actions	✓	✓				✓
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	✓	✓		✓		✓

SMSC and British values mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:		Kapow Primary units Year 5			Kapow Primary units Year 6		
			British history 5: Were the Tudor monarchs great kings and queens?	What did the Greeks ever do for us?	How did the Maya civilisation compare to the Anglo-Saxons?	What does the Census tell us about our local area?	Unheard histories: Who should go on the banknote?	British history 6: What was the impact of World War II on the people of Britain?
Social	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds		✓	✓		✓		
	Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively			✓		✓		
	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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Democracy		✓				✓
		The rule of law	✓	✓				✓
		Individual liberty		✓				✓
		Mutual respect		✓		✓		✓
		Tolerance of those with different faiths and beliefs	✓			✓		✓

SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 5			Kapow Primary units Year 6		
		British history 5: Were the Tudor monarchs great kings and queens?	What did the Greeks ever do for us?	Why did the Maya civilisation decline so quickly?	What does the Census tell us about our local area?	Unheard histories: Who should go on the banknote?	British history 6: What was the impact of World War II on the people of Britain?
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	✓			✓		✓
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain	✓					✓
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	✓			✓		✓
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.						
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	✓					
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities						

Our History curriculum contributes to the **Spiritual** development of pupils by:

- Offering opportunities to marvel at human achievements and discoveries that influence our lives today.
- Inspiring pupils to be creative and imaginative in their exploration of historical narratives, artefacts, and sources to develop a deeper understanding of the past.
- Encouraging pupils to reflect on personal experiences by providing opportunities to connect historical events to their own lives, drawing meaningful insights and lessons from the past.
- Promoting knowledge of, and respect for, different people's faiths, feelings, and values by examining diverse historical civilisations, cultures, and religious practices.

Our History curriculum contributes to the **Moral** development of pupils by:

- Developing an understanding of the consequences of their behavior and actions by exploring the historical impact of choices made by individuals and societies.
- Encouraging them to explore their own understanding of right and wrong when considering ethical dilemmas and decisions throughout history.
- Nurturing their sense of justice and fairness. Through the study of historical events such as civil rights movements, world wars etc., pupils learn about the consequences of prejudice, discrimination and injustice.

Our History curriculum contributes to the **Cultural** development of pupils by:

- Encouraging pupils to recognise and value the things we share in common across cultural, religious, ethnic, and socio-economic communities, promoting inclusivity and social cohesion.
- Promoting an appreciation of the diversity and richness of human cultures across the globe and throughout time.
- Teaching them about Britain's democratic parliamentary system and its central role in shaping the nation's history and values, as well as emphasising the ongoing development of Britain.
- Exploring historical events and their impact on individuals and societies, learning how cultures have adapted and changed as a result of significant events.

Our History curriculum contributes to the **Social** development of pupils by:

- Giving them opportunities to collaborate with a group towards a shared outcome.
- Enabling them to make decisions as a group, dealing with conflict when it arises and treating each other with respect.
- Offering them opportunities to present their work to others.
- Cultivating empathy through introducing students to diverse cultures, societies and perspectives.

Personal development criteria

The school inspection handbook (Ofsted,) 2019 lists the the dimensions of the personal development of pupils as:

developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults

developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance

developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society

promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique

developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy

enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them

enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media

developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities

developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education

supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

Ofsted recognises that you often won't be able to assess the impact of your personal development provision while a pupil is at your school, and therefore they **won't** try to measure the impact of your provision on individual pupils.

Personal development criteria mapping - Key stage 1

Personal development criteria Kapow Primary's History scheme supports:	Kapow Primary units Key stage 1 - Year 1			Kapow Primary units Key stage 1 - Year 2		
	How am I making history?	How have toys changed?	How have explorers changed the world?	How was school different in the past?	How did we learn to fly?	What is a monarch?
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of those with different faiths and beliefs	See British values mapping for Year 1 and Year 2					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique	✓	✓	✓	✓	✓	✓
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lessons are planned to be inclusive.					
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✓	✓	✓	✓	✓	✓
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✓	✓	✓	✓	✓	✓
supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully			✓			✓

Personal development criteria mapping - Lower key stage 2

Personal development criteria Kapow Primary's History scheme supports:	Kapow Primary units Key stage 2 - Year 3			Kapow Primary units Key stage 2 - Year 4		
	British history 1: Would you prefer to live in the Stone Age, Iron Age or the Bronze Age?	British history 2: Why did the Romans settle in Britain?	How different were the beliefs in Ancient Egypt?	How have children's lives changed?	British history 3: How hard was it to invade and settle in Britain?	British history 4: Were the Vikings raiders, traders or settlers?
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of those with different faiths and beliefs	See British values mapping for Year 3 and Year 4					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique	✓	✓	✓	✓	✓	✓
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lessons are planned to be inclusive.					
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✓	✓	✓	✓	✓	✓
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✓	✓	✓	✓	✓	✓
supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully						

Personal development criteria mapping - Upper key stage 2

Personal development criteria Kapow Primary's History scheme supports:	Kapow Primary units Key stage 2 - Year 5			Kapow Primary units Key stage 2 - Year 6		
	British history 5: Were the Tudor monarchs great kings and queens?	What did the Greeks ever do for us?	How did the Maya civilisation compare to the Anglo-Saxons?	What does the Census tell us about our local area?	Unheard histories: Who should go on the banknote?	British history 6: What was the impact of World War II on the people of Britain?
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of those with different faiths and beliefs	See British values mapping for Year 5 and Year 6					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique	✓	✓	✓	✓	✓	✓
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lessons are planned to be inclusive.					
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✓	✓	✓	✓	✓	✓
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✓	✓	✓	✓	✓	✓
supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully		✓		✓		✓