

**Cultural Capital
Development
Opportunities**

**Department:

History**



| | Personal Development | Social Development | Physical Development | Spiritual Development | Moral Development | Cultural Development |
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| KS3 | <p>Development of tier 2 and tier 3 vocabulary with opportunities for students to use these terms in as many ways as possible.</p> <p>Verbal discussions (e.g. significance)</p> <p>Opportunities surrounding relevance utilised during lessons (e.g. Prince Harry not being reported in Afghanistan = censorship)</p> <p>Reading list in progress to be distributed from Sept 2022</p> <p>Career opportunities discussed where relevant</p> | <p>Discussions based on significance.</p> <p>Listening skills</p> <p>Empathy for others – discussion about how people were affected in different ways.</p> <p>Verbal feedback given to students.</p> <p>An understanding of the wider world – opportunities to show relevance and how the world has been affected today.</p> | <p>Feedback and DIRT lessons encouraging reflection on where to improve.</p> <p>Highlighting the journey at KS3 to encourage students to see links between topics.</p> <p>Use of role play in lessons to highlight how space was used differently (e.g. slave ship)</p> | <p>Topic: Tudors – considering the difference between Catholicism and Protestantism. Discussing Henry’s break with Rome.</p> <p>Topic: Church, state and society – Thomas Becket; the role of religion in the Black Death.</p> <p>Topic: Trade and Empire – the role of different cultures.</p> | <p>Learning to listen to each other – e.g. civil rights.</p> <p>Debates on whether it is right to take down statues (slave trade/Empire).</p> <p>Topic: The treatment of Nazi minorities – how minorities have been affected over time.</p> | <p>Second order concepts: Change/continuity Cause/consequence Change over time</p> <p>Social history – Norman foundations of Britain; Magna Carta</p> <p>Local history study (WW1)</p> |

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| KS4 | <p>Connecting learning to an environmental site (e.g. Norman Castles, Abbeys, etc.)</p> <p>The study of pertinent careers in all topics, e.g. surgeons (Health), clergy (Normans), journalists (Germany), soldiers (Conflict)</p> | <p>Hearing constructive feedback being given to oral answers.</p> <p>An understanding of the structure of society, e.g. what the features are of a town (recreational, business, government, regulatory bodies, etc.)</p> | <p>Understanding how to use the 'spec' to traffic light learning and thus develop self-efficacy</p> <p>Using highlighters to emphasise important elements in text</p> | <p>Topic: Normans - Church and Monasticism teaches about the role and influence of the clergy in everyday society</p> <p>Topics: Health – Understanding how different people put 'faith' into different things (e.g. God, Exercise regime, Alternative therapies, Socialised medicine)</p> | <p>Topic: Conflict – how far could the battle tactics and the commanders be criticised?</p> <p>Topic: Germany – What obligations are placed upon countries to intervene to prevent persecution abroad?</p> | <p>Topic: Health – understanding what facilitates change over time, such as <i>chance</i>, <i>government</i>, <i>communication</i>, etc.</p> <p>Topic: Normans – understanding how England has evolved due to the different peoples that have invaded/settled</p> |
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