



British Values in History



Our History curriculum provides a vehicle for furthering understanding of the fundamental British values



Rule of Law



Democracy



Individual Liberty



Respect & Tolerance

Mutual Respect

Tolerance of those of different faiths and beliefs

- In History, pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law.
- Children look at the role of parliament and are taught how the rule of the law is fundamental to our society and the effects if it is ignored.

- In History lessons, we encourage a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil.
- Children will consider what it was like for individuals during different time periods and consider themselves in the positions of others and the concept of fairness
- Pupils study periods of history where democracy has been tested and look at the impact and result of these times. Examples of this include WWI & WWII.

- Through looking at historical sources, children will balance past events through the lenses of peoples individual liberties against the balance of the greater good.

- Mutual respect is taught and given when children are expressing their opinions and beliefs through different historical time periods.
- Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child a forum to share these on with the expectation that these must be listened to.
- When discussing what it means to be British and how this is demonstrated in different historical time periods, children can celebrate our heritage whilst embracing the ties which bind us together.

- Children consider questions about identity and belonging when learning about different religious beliefs during different historical periods.
- When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and the impact on society.

	<u>Cycle A</u> <u>Term 1</u>	<u>Cycle A</u> <u>Term 2</u>	<u>Cycle A</u> <u>Term 3</u>	<u>Cycle B</u> <u>Term 1</u>	<u>Cycle B</u> <u>Term 2</u>	<u>Cycle B</u> <u>Term 3</u>
EYFS	<p>Throughout their time in EYFS, the children begin to gain some early historical knowledge and skills through focused topic teaching sessions and accessing high quality provision. The children engage in hands on experiences which promote social and cultural understanding and allow for detailed discussions reflecting the world around them at present and in the past. To develop children's understanding of chronology we use engaging floor books and a learning journey board where the children can look back at their prior learning and continue to recall and develop their knowledge. We use a range of stimulus to engage children and develop their historical understanding, including a range of fiction and non-fiction texts, iPads, visitors and educational visits. We provide the children with an interactive and hands on learning environment and high quality adult interactions to support and further learning, whilst fostering a love of learning about the past and encourage open questioning. Some of the topics that focus on developing historical understanding and skills include 'Festivals' where we learn about how and why they are celebrated and compare them to other festivals we have learnt about, 'Seasons' where we talk about natural changes over time and 'People Who Help Us' where we explore occupations and roles in society.</p>					
						
Key Stage 1	<p>Topic: 'A world of discovery' Question: Were Captain Cook's explorations a good thing? Did Neil Armstrong teach us anything from his exploration? How do we know that these discoveries really happened? Focus: Neil Armstrong and Captain Cook</p> 	<p>Topic: 'London's burning' Question: Was the fire a blessing? Focus: Great fire of London</p>   	<p>Topic: Paddington's Travels' Question: Does anybody famous live on our street? Focus: Barbara Hepworth– Locality</p> 	<p>Topic: Traditional Tales Question: Are toys better today? Focus: Toys (Victorian Period) Abstract Terms: Monarch, peasantry</p>   	<p>Topic: Wonderful World' Question: Should ruins be kept? Focus: Sandal Castle</p>    	<p>Topic: 'How does your garden grow' Question: Why is she so famous? Focus: Beatrix Potter</p>  

<p>Lower Key Stage 2</p>	<p>Topic: 'Stone Age to Iron Age'</p> <p>Question: Which era influenced modern civilisation the most and why?</p> <p>Focus: Stone age to Celts</p>    	<p>Topic: Greeks</p> <p>Question: How do we know so much about the Ancient Greeks who lived over 2000 years ago?</p> <p>Focus: Ancient Greece/Modern Greece (Geography)</p>   	<p>Topic: Local Area</p> <p>Question: Is coal one of England's treasures?</p> <p>Focus: Mining</p>   	<p>Topic: Romans</p> <p>Question: Were the Romans Ruthless?</p> <p>Focus: Roman Empire</p>    	<p>'Window on the World'</p>	<p>Topic: Anglo Saxons</p> <p>Question: Did Britain regress after the occupation of the Anglo-saxons?</p> <p>Focus: Harold II V William I (Conqueror) Battle of Hastings 1066</p>   
<p>Upper Key Stage 2</p>	<p>Topic: Poppies, Peace and Power</p> <p>Question: Did anybody win the war?</p> <p>Focus: World War 2 – King George</p>    	<p>Topic: Natural Disasters</p> <p>Question: What consequences were caused by earthquakes?</p> <p>Focus: Haiti Peasantry</p>   	<p>Topic: Space</p> <p>Question: Do we achieve more working as one team?</p> <p>Focus: Space Race – Yuri Gagarin, Tim Peake</p>    	<p>Topic: Viking</p> <p>Question: Does being rich make us powerful?</p> <p>Focus: Alfred the Great, first King of England Edward the Confessor</p>   	<p>Topic: Egyptians</p> <p>Question: Is the River Nile a gift? Howard Carter: Discoverer or Tomb Raider?</p> <p>Focus: Ancient Civilisation and Non European Society (Egypt)</p>    	<p>Explorers Jungle</p>

