**Wood Fold Primary School British Values Provision**

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| DEMOCRACY |
|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Rec** |  |  |  |  |  |  |
| **Year 1** |  |  |  |  |  |  |
| **Year 2** | **History** **British Monarchy** * The Queen’s roles and responsibilities

**Geography*** Advantages and disadvantages of living in a city
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| **Year 3** |  |  |  |  |  |  |
| **Year 4** | **PSHE****Living in the Wider World (Citizenship)*** To know what the British Values are and how they are relevant to us.
* To explore the advantages and disadvantages of democracy.
* To understand how the law in Britain works in contrast to other forms of government.
* To consider how well does democracy function in British politics.

**Geography** **Production of Chocolate*** Discussions and debates on Fairtrade and environmental factors
 | **History** **Ancient Greece** * Democratic systems during Ancient Greece.
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| **Year 5** | **PSHE****Living in the Wider World (Citizenship)*** To recall what the British Values are and know their impact on British society today.
* To understand my rights and responsibilities as a citizen of my country and as a member of my school.
* To understand how democracy and having a voice benefits the school community.
* To understand that my actions affect other people locally and globally.
 |  |  |  |  | **Geography** **Amazon Basin and its rainforests*** Discussions and debates on the impact of climate change on Amazon rainforest and how human settlement has adapted.
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| **Year 6** | **PSHE****Living in the Wider World (Citizenship)*** To recall what the British Values are and to know how the British values reflect life in modern Britain.
* To consider what life would be like without one or more of the British Values.
 | **History** **Crime and Punishment****(Anglo-Saxons and Tudors)**Changes to the British justice system over time. |  | **History** **Industrial Revolution** * The Industrial Revolution in Wigan
 | **History** **Victorian Britain** * Overview of Victorian Britain

**Geography** **Wigan** * Geographical changes in Wigan and the land use patterns. Who makes the decision to change things in Wigan?
 | **History** **Crime and Punishment****(Victorians and Modern Day)**Changes to the British In a democracy, there are limits on how a government can punish a person convicted of a crime. justice system over time. |

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| THE RULE OF LAW |
|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Rec** | **PSHE****Living in the Wider World (Citizenship)*** To understand roles and responsibilities in the classroom, including tidying and lining up.
* To respect our classroom and the resources.
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| **Year 1** | **PSHE****Living in the Wider World (Citizenship)*** To know what being a good citizen means
* To know my views are valued and contribute my ideas to our classroom rules.
* To recognise the choices I make and how they impact others.
 |  |  |  | **Digital Citizenship**PRIVACY & SECURITY * Safety in My Online Neighbourhood How do you go places safely online?
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| **Year 2** | **PSHE****Living in the Wider World (Citizenship)*** To know what the British Values are.
* To distinguish between right and wrong and to respect the law.
* To understand the rule of law.
* To appreciate the value and reason for laws and understand that they are to govern and protect us.
 | **Digital Citizenship**Pause & Think Online * How can we be safe, responsible and respectful online?
 |  |  | **Digital Citizenship**PRIVACY & SECURITY Internet Traffic Light* How do you stay safe when visiting a website or app?
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| **Year 3** |   **PSHE****Living in the Wider World (Citizenship)*** To know what the British Values are and why we have them.
* To explore the reasons for rules and laws in wider society.
* To consider the importance of laws, whether they govern the class, school or country.
* To understand the responsibilities of abiding by laws and the consequences when laws are broken.
 |  | **Digital Citizenship**PRIVACY & SECURITY That's Private! * What kinds of information should I keep to myself when I use the internet?
 |  | **History** **Ancient Egypt** * How did Upper and Lower Egypt become united?
 | **History** **Ancient Egypt*** King Menes and his influence on Ancient Egypt
* Pharaohs – laws and taxes
 |
| **Year 4** |  | **History** **Ancient Greece** * Greek Laws and Legal systems
* Who is in charge and why decisions regarding the country have been made.

**Digital Citizenship**Password Power-Up * How can a strong password help protect your privacy?
 |  | **History** **Rotten Romans** * Roman Law, influence and importance
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| **Year 5** |  | **Digital Citizenship**Privacy & Security Private and Personal Information * What information about you is OK to share online?
 | **History** **Vikings*** The Viking and Anglo Saxon struggle for the Kingdom of England
 |  |  | **Digital Citizenship**News & Media Literacy A Creator's Rights and Responsibilities * What rights and responsibilities do you have as a creator?
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| **Year 6** |  | **History** **Crime and Punishment****(Anglo-Saxons and Tudors)*** Changes to the British justice system over time.
 |  |  |  | **History** **Crime and Punishment****(Victorians and Modern Day)*** Changes to the British justice system over time.
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| INDIVIDUAL LIBERTY |
|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Rec** | **PSHE****Living in the Wider World (Citizenship)*** To understand what it means to belong to a class and part of the school community.
 |  |  |  |
| **Year 1** | **PSHE****Living in the Wider World (Citizenship)*** To know that I belong to my class.
* To consider everyone’s right to learn in my class.
 |  |  |  |  |  |
| **Year 2** |  |  | **Digital Citizenship**MEDIA BALANCE & WELL-BEING * How Technology Makes You Feel
* Why is it important to listen to your feelings when using technology?
 |  |  | **History** **Explorers** * Neil Armstrong
 |
| **Year 3** |   | **Digital Citizenship**MEDIA BALANCE & WELL-BEING Device-Free Moments * Why is it important that we have device-free moments in our lives?
 |  |  |  |  |
| **Year 4** |  |  | **Digital Citizenship**DIGITAL FOOTPRINT & IDENTITY * How does what I post online affect my identity?
 | **History** **Rotten Romans** * Boudicca’s Rebellion
 |  |  |
| **Year 5** |  |  | **Digital Citizenship**Digital Footprint & Identity Our Online Tracks * How does our online activity affect the digital footprints of ourselves and others?
 | **Digital Citizenship**Relationships & Communication Keeping Games Fun and Friendly * How can I help myself and others be positive and have fun while playing online games?
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| **Year 6** | **PSHE****Living in the Wider World (Citizenship)*** To know that there are universal rights for all children but for many children these rights are not met.

**Digital Citizenship**MEDIA BALANCE & WELL-BEING Finding My Media Balance * What does media balance mean for me?
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| TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS |
|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Rec** | **PSED*** To explore the Hindu Celebration of Diwali.
* To discuss birthdays and other special lifetime events.
* To learn about Christmas, Chinese New Year and New Year Celebrations across different traditions.

**Understanding the World, People and Communities*** Children will know that Diwali is celebrated by Hindus.
* They will be able to say why it is a special time.
* Children will know one other festival from another faith and be able to explain why it is important to its faith members.

**PSED*** To explore special things about themselves.
* To know what being proud means and that people can be proud of different things.
* To learn and explore physical similarities and differences about themselves and others.
 | **RE / Cultural Study** * Children will become familiar with the idea that some books are sacred and holy.
* They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims.
* Children will be given the opportunity to retell stories and respond in a variety of ways.

**Understanding the World, People and Communities*** Learn about celebrations as they occur throughout the year, e.g. Chinese New Year, Diwali
 | **RE/ Cultural Study*** They will learn that many religious people believe that the world was created and designed by God.
* They will be introduced to the Jewish/Christian story of the creation in Genesis (Torah/Old Testament) and also stories from Islam focussing on care for Allah's creation.
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| **Year 1** | **RE****Christianity (God)** * Why do Christians say that God is a ‘Father’?
 | **RE****Christianity (Jesus)** * Why is Jesus special to Christians?
 | **RE****Islam** * How might beliefs about creation affect the way people treat the world?
 | **RE****Judaism** * Why might some people put their trust in God?
 | **RE****Hindu Dharma** * What do Hindus believe about God?
 | **RE****Christianity (Church)** * How might some people show that they ‘belong’ to God?
 |
| **Year 2** | **RE****Christianity (God)** * Does how we treat the world matter?
 | **RE****Christianity (Jesus)** * Why do Christians say Jesus is the ‘Light of the World’?
 | **RE****Hindu Dharma** * How might people express their devotion?

**Digital Citizenship****Media Balance and Well-being*** Why is it important to listen to your feelings when using technology?
 | **RE****Islam** * Why do Muslims believe that it is important to obey God?
 | **RE****Christianity (Church)** * What unites the Christian community?
 | **RE****Judaism*** What aspects of life really matter?
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| **Year 3** | **RE****Christianity (God)** * How (and why) have some people served God?
 | **RE****Islam** * Why is the Prophet Muhammad (pbuh) an example for Muslims?
 | **RE****Christianity (Jesus)** * What does it mean to be a disciple of Jesus?
 | **RE****Christianity (Church)** * What do Christians mean by the ‘Holy Spirit’?
 | **RE****Sikhism*** Why are the Gurus important to Sikhs?

**History** **Ancient Egypt*** Pharaohs
* Gods
* Mummification
 | **RE****Hindu Dharma** * Why is family an important part of Hindu life?
 |
| **Year 4** | **RE****Hindu Dharma** * What might a Hindu learn through celebrating Diwali?
 | **RE****Christianity (God)** * How and why might Christians use the Bible?

**History** **Ancient Greece** * Gods and Goddesses
* Religious Beliefs
 | **RE****Sikhism*** How do Sikhs express their beliefs and values?
 | **RE****Christianity (Jesus)** * Is sacrifice an important part of religious life?
 | **RE****Islam** * Why do Muslims fast during Ramadan?

**History** **Ancient Rome*** Gods and Goddesses
* Religious Beliefs
 | **RE****Christianity (Church)** * What does ‘love your neighbour’ really mean?
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| **Year 5** | **RE****Christianity (God)** * Why is it sometimes difficult to do the right thing?
 | **RE****Islam*** Why is the Qur’an so important to Muslims?
 | **RE****Hindu Dharma** * Hindu Dharma What might Hindus learn from stories about Krishna?

**History** **Vikings*** Hierarchy of Gods
 | **RE****Christianity (Jesus)** * What do we mean by a miracle?

History**Islamic Civilisation** | **RE****Christianity (Church)** * How do people decide what to believe?
 | **RE****Judaism*** Do people need laws to guide them?
 |
| **Year 6** | **RE****Christianity (God)** * How do Christians mark the ‘turning points’ on the journey of life?
 | **RE****Hindu Dharma** * Is there one journey or many?
 | **RE****Islam*** What is Hajj and why is it important to Muslims?

**PSHE****Celebrating Diversity*** To explore the meaning of personal identity and what contributes to it.
 | **RE****Christianity (Jesus)** * Why do Christians believe Good Friday is ‘good’?
 | **RE****Buddhism** * What do we mean by a ‘good life’?
 | **RE****Christianity (Church)*** If life is like a journey, what’s the destination?
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| MUTUAL RESPECT  |
|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Rec** | **RE / Cultural Study*** Children will learn about different celebrations across three of the world’s major religions – Christianity, Hinduism and Islam.
* They will begin to understand the important religious events for these religions.
* They will have the opportunity to reflect on celebrations that they have been a part of, as well as what they would like to celebrate in the future.
 | **Understanding the World, People and Communities*** To consider and discuss similarities and differences between different religious and cultural communities in this country.
* Explore cultures within our society and identify ourselves e.g. where we live.
* Learn about celebrations as they occur throughout the year, e.g. Chinese New Year, Diwali
* Children will be able to identify different cultures through artefacts.
 | **Understanding the World, People and Communities*** To explore some similarities and differences between life in this country and life in other countries.
* To draw on our knowledge through stories, non-fiction texts and maps. Focusing on countries within Africa
* Children will be able to talk about a difference and a similarity between our country and Africa.
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| **Year 1** |  | **PSHE** **Celebrating Diversity*** To understand what diversity is and why it matters.
* To explain how differences create diversity in our community.
 |  | **Music** **In The Groove*** Blues, Baroque, Latin, Bhangra, Folk, Funk
 |  |  |
| **Year 2** |  | **PSHE****Celebrating Diversity*** To explore differences and similarities I have from others in my class, school, community and country.

**Art****Drawing and Printing*** Stephen Wiltshire
 |  | **Music** **Hands, feet, heart*** South African Music
 |  |   |
| **Year 3** |  | **PSHE** **Celebrating Diversity*** To learn about and explore visible differences.
* To understand that differences create diversity.
* To appreciate the value of being part of a diverse community.
* To understand how to embrace diversity within communities.
* To understand what discrimination and prejudice means and how to challenge these behaviours.

**Music*** African Vocal
 | **English** * ‘The Girl who Lost a Leopard’
 | **PE****Dance** * Egyptian Dance

**History** **Ancient Egypt*** The achievements of the earliest civilizations
* The River Nile
* The Ancient Egyptian Legacy

**English** * ‘Egyptian Cinderella’

**Art****Ancient Egypt** * Hieroglyphics
* Papyrus drawings
* Architectural monuments and sculptures.
 | **English** * ‘Secrets of the Sun King’
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| **Year 4** | **Art****Ancient Greece*** Greek Temple Architecture,
* Vases, Vessels and kraters.
* Sculptures, statues and paintings.
* Theatrical performances, masks and costumes.
 | **PSHE****Celebrating Diversity*** To explore what influences our assumptions of others.
* To recognise differences between people such as gender, race, faith.
* To recognise what they have in common with others.
* To understand the importance of respecting the differences and similarities between people.

**Geography** **Production of Chocolate**Focus Study: Ghana | **History** **Ancient Greece** * Early Ancient Greek civilisations
* Greek Culture
* Ancient Greek Legacy
 | **PE****Dance** * Roman Dance

**English** * ‘Queen of Darkness’

**Art****Ancient Rome*** Sculptures, paintings and mosaics.
* Roman architecture
* Coinage
* Full statues and portrait busts.
 | **History** **Ancient Rome** * Roman Culture
* Ancient Roman Legacy

DT**Food** * Design and make a doughbased product for an Italian feast.

**English** * ‘Roman Invasion’
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| **Year 5** | History**Anglo-Saxons and the Scots****Art****Anglo Saxons*** Crafting including jewellery (brooches and beads) and instruments.
 | **PSHE****Celebrating Diversity*** To recognise that everyone should be treated equally.
* To understand the importance of listening to and respecting a wide range of people.
* To explore different types of discrimination.
* **To explore both historical and current patterns of migration and immigration within, to and from the United Kingdom, and to think about how the movement of people affects a country.**
 | **English** * ‘Viking Boy’

History**The Vikings and the Anglo-Saxons** **Art****Vikings** * Woodcarvings and metalwork including weaponry and ship timbers.
 | **English** * ‘The Golden Horsemen of Baghdad’

History**Islamic Civilisation*** A non-European society that provides contrasts with British history –early Islamic civilization, including a study of Baghdad c. AD 900

**Art****Sculpture**Zaha Hadid  |  |  |
| **Year 6** | **English** * ‘Kensuke’s Kingdom’
 | **Art****Drawing*** Elizabeth Catlett
 | **PSHE****Celebrating Diversity*** To learn about the effect that stereotypes in the media can have on people who look different.
* To know how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views.
* To explain ways in which difference can be both a source of conflict and means for celebration.

**Digital Citizenship**DIGITAL FOOTPRINT & IDENTITYBeyond Gender Stereotypes* How do gender stereotypes shape our experiences online?
 | **History****Crime and Punishment*** Changes to the British justice systems over time. (Anglo Saxon, Victorians & Modern day)
 | **Art****Watercolour Painting*** L.S Lowry (Industrial Britain)
 | **Art****Industrial Revolution*** Romantism
* Realism
* Impressionism.
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