

### DofE

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.

### Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK:

- Democracy
- Rule of Law
- Individual Liberty
- Respect & Tolerance

BRITISH VALUES	DEMOCRACY	RULE OF LAW	INDIVIDUAL LIBERTY	RESPECT AND TOLERANCE
<b>DESCRIPTION</b>	A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.	The need for rules to make a happy, safe and secure environment to live and work.	Protection of your rights and the rights of others you work with.	Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others.
<b>EXAMPLES</b>	<ul style="list-style-type: none"> <li>- Leadership and accountability</li> <li>- Joint decision making</li> <li>- Team meetings</li> <li>- The right to protest and petition</li> <li>- Receiving and giving feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Legislation</li> <li>- Agreed ways of working, policies and procedures</li> <li>- How the law protects you and others</li> <li>- Codes of conduct</li> </ul>	<ul style="list-style-type: none"> <li>- Equality and Human Rights</li> <li>- Personal Development</li> <li>- Respect and Dignity</li> <li>- Rights, choice, consent and individuality</li> <li>- Values and principles</li> </ul>	<ul style="list-style-type: none"> <li>- Embracing diversity</li> <li>- The importance of religion, traditions, cultural heritage and preferences</li> <li>- Tackling stereotyping, labelling, prejudice and discrimination</li> </ul>

**AT MANLEY PARK PRIMARY SCHOOL WE PROMOTE BRITISH VALUES THROUGH THREE STRANDS:**

1. **WHOLE SCHOOL POLICIES, ETHOS AND PEDAGOGIES**
2. **DISCRETE REFLECTION TIME (collective worship session, once per week)**
3. **THROUGHOUT OUR CURRICULUM**

**WHOLE SCHOOL POLICIES, ETHOS AND PEDAGOGIES**

School Values: Individual Liberty, Respect and Tolerance

Behaviour Policy: Rule of Law, Individual Liberty, Respect and Tolerance

Pupil Voice and School Council: Democracy, Individual Liberty, Respect and Tolerance

Pedagogies: Democracy, Rule of Law, Individual Liberty, Respect and Tolerance

Pedagogy	Description	Democracy	Rule of Law	Individual Liberty	Respect and Tolerance
AFL	Children continually use tools to reflect on and communicate their learning journey effectively.		✓	✓	✓
Philosophy for Children	Developing the 4C's: critical, collaborative, creative and caring thinkers.	✓	✓	✓	✓
Group Work	Collaboration on joint tasks.	✓		✓	✓
Exploration	Being provided with problems and tasks to solve in their way.			✓	✓
Experiments	In Science using experiments to prove/disprove.		✓	✓	✓
Review and Evaluate	Opportunities to reflect on and embed learning.			✓	✓
Responding to peer and adult feedback	Listening to or reading feedback (from both adults/peers), and responding to this in order to improve/enhance.	✓		✓	✓

---

**DISCRETE REFLECTION TIME (collective worship session, once per week)**

**IN CLASS REFLECTION ON BRITISH VALUES AIMS TO DEVELOP AN UNDERSTANDING OF:**

**DEMOCRACY:**

I can influence the way the school runs through the School Council, by talking to adults, using our in class worries and wishes boxes.

I understand what is meant by democracy and how everyone is free to make their own choices, but must live with the consequences of their choices.

**THE RULE OF LAW:**

I understand the school rules are used to teach us about the laws in society and how to be a socially responsible citizen.

I recognise that there will be consequences for my actions.

I understand how laws are used to ensure everyone is happy and safe.

**INDIVIDUAL LIBERTY:**

I am free to think as I would like.

I have the freedom to make choices that affect me but I recognise that my choices may affect others or myself in a positive or negative way.

I take responsibility for all my actions, positive or negative.

**MUTUAL RESPECT:**

I recognise that everyone is entitled to their opinion, as long as it does not promote extreme views and ideas that are a danger to others.

I understand that everyone is entitled to a voice.

I will listen and respond to others as I would like to be.

I recognise that I am as equally responsible for my learning as the adults in school.

**TOLERANCE:**

We all have a responsibility to promote and protect the wellbeing of others.

I recognise that it is unacceptable to dismiss the beliefs and opinions of anyone.

I understand that it is important to express my views in a way that will not upset others.

I understand that it is important to listen carefully to the views of others, and try to see ideas from different perspectives.

I understand that society is made up from many different cultures and faiths and that each person should be respected for who they are and what they believe.

**WHOLE SCHOOL OVERVIEW**

School Theme	Diversity	Values and Perceptions	Social Justice	Sustainable Development	Interdependence	Aspirations
<b>School Value</b>	<b>Respect</b>	<b>Understanding</b>	<b>Compassionate</b>	<b>Responsible</b>	<b>Patient</b>	<b>Positive</b>
<b>British Value</b>	<b>Mutual Respect</b>	<b>Tolerance</b>	<b>Rule of Law</b>	<b>Individual Liberty</b>	<b>Democracy</b>	<b>Review (1 week on each)</b>
<b>EYFS</b>	<b>Enhance EI theme</b>	<b>Same and Different</b> Me and you	<b>Following Rules</b> -Fairness for all	<b>You and Me</b> Taking turns and sharing	<b>Making decisions</b> -participate in simple votes to make decisions	<b>Teacher choice</b> cohort driven and BV learning over the year.
<b>Year 1</b>	<b>Enhance EI theme</b>	<b>Disagreements / Conflict</b> The naturalness of this. Compromise	<b>School Rules</b> -consequences of following or not -impact on learning environment	<b>Feeling and Actions</b> Knowing the difference and being in control of actions	<b>Our School Council</b> -how it works and how one can influence decisions	<b>Teacher choice</b> cohort driven and BV learning over the year.
<b>Year 2</b>	<b>Enhance EI theme</b>	<b>Disagreements / Conflict</b> Compromise and finding solutions, it is ok to want different things.	<b>School Rules</b> -consequences of following or not -impact on others, feel safe, learning environment	<b>My Actions and Others</b> Knowing how my actions impact others	<b>Our School Council</b> -how it works and how one can influence decisions and how this is similar to parliament.	<b>Teacher choice</b> cohort driven and BV learning over the year.
<b>Year 3</b>	<b>Enhance EI theme</b>	<b>Faith in the UK</b> Living in harmony	<b>Rights and Responsibilities</b> Children's rights and responsibilities	<b>Choices I have and impact</b> -school meals -playtimes	<b>The Origins of Democracy</b> -how it has changed over time.	<b>Teacher choice</b> cohort driven and BV learning over the year.
<b>Year 4</b>	<b>Enhance EI theme</b>	<b>Faith in the UK</b> Understanding similarities	<b>Laws and Enforcing</b> Laws and the punishment - changes over time	<b>Choices I have and impact</b> -school meals -playtimes -AFL -After School Clubs	<b>Houses of Parliament</b> -Commons, the executive seat of power	<b>Teacher choice</b> cohort driven and BV learning over the year.
<b>Year 5</b>	<b>Enhance EI theme</b>	<b>Challenging Stereotypes</b>	<b>Laws and Enforcing</b> Civil and criminal law,	<b>Taking Responsibility</b> Being accountable for	<b>UK Parliament</b> -Voting system (nations)	<b>Teacher choice</b> cohort driven and BV

		Race, Age, Gender	the difference	actions and consequences, positive or negative.	that do not) -Commons and Lords	learning over the year.
<b>Year 6</b>	<b>Enhance EI theme</b>	<b>Challenging Discrimination</b> Race, Age, Gender	<b>Laws and Enforcement</b> -Rule of law is essential for the safety and well being of all citizens	<b>Taking Responsibility</b> Accountable for behaviour, showing initiative in being a valued member of class, school, community.	<b>UK Parliament</b> -how one can influence decisions. Understand the separation of power (judiciary and executive)	<b>Teacher choice</b> cohort driven and BV learning over the year.

**THROUGHOUT OUR CURRICULUM**

**CURRICULUM THEMES**

	DEMOCRACY	RULE OF LAW	INDIVIDUAL LIBERTY	RESPECT AND TOLERANCE
<b>DIVERSITY</b>			✓	✓
<b>VALUES AND PERCEPTIONS</b>		✓	✓	✓
<b>SOCIAL JUSTICE</b>	✓	✓	✓	✓
<b>SUSTAINABLE DEVELOPMENT</b>		✓	✓	✓
<b>INTERDEPENDENCE</b>		✓	✓	✓
<b>ASPIRATIONS</b>			✓	✓

## GENERAL SUBJECT SPECIFIC COVERAGE

### MATHS

We believe that every child (**Tolerance of those of different Faiths and Beliefs/Mutual Respect**) can master (**Individual Liberty**) an understanding and love of maths with the right kind of teaching (**Rule of Law**), exploration, guidance and support (**Democracy**). The setting of problems within a real life context in every lesson allows the teaching of Maths to be carried out in the context of British Values.

	<b>Democracy</b>	<b>Rule of Law</b>	<b>Individual Liberty</b>	<b>Mutual Respect</b>	<b>Tolerance of those of different Faiths and Beliefs</b>
<b>Number</b>	Pedagogical - group work in exploration	Applying rules e.g. number bonds, tables and base 10 knowledge	Pedagogical - exploration  Pedagogical - multiple strategies to achieve objective  Devising own ways to problem solve, present ideas and reason	Pedagogical - group work in exploration	Pedagogical - group work in exploration  Master - observing strategies of others, even if not used by learners
<b>Measure (inc statistics)</b>	Pedagogical - group work in exploration  Cross curricular - understanding statistics presented in the media (UKS2 key question Autumn 2). Which data/sites can be trusted (link to Y6 computing).	Applying rules e.g. conversion  Application of provided data	Devising own ways to problem solve, present ideas and reason	Pedagogical - group work in exploration	Pedagogical - group work in exploration  Master - observing strategies of others, even if not used by learners
<b>Algebra</b>	Pedagogical - group work	Applying rules e.g.	Devising own ways to	Pedagogical - group work	Pedagogical - group work

	in exploration	formulae	problem solve, present ideas and reason	in exploration	in exploration  Master - observing strategies of others, even if not used by learners
<b>Geometry</b>	Pedagogical - group work in exploration	Applying rules e.g. angles, area formula	Devising own ways to problem solve, present ideas and reason	Pedagogical - group work in exploration	Pedagogical - group work in exploration  Master - observing strategies of others, even if not used by learners

## SCIENCE

	<b>In Science - we promote the fundamental British Values by:</b>
Democracy	- Similar values (critical thinking, open debate)
Rule of Law	- Safety rules during experiment
Individual Liberty	- Design my own experiment - Link to ethics especially around biology (genetic screenings/organ donation/blood donation)
Respect and Tolerance	- Some religion have different views - Discoveries have been made by people from different countries - Group work. - Be a caring thinker. - To explore the role of scientists in our local community – doctors, dentists, opticians, engineers, electricians etc - How environments/habitats need to be protected – looking after our local habitat.

## COMPUTING

<b>Value</b>	<b>In Computing- we promote the fundamental British Values by:</b>
Democracy	- Children know not all images are real and evaluate the consequences of unreliable content

Rule of Law	<ul style="list-style-type: none"> <li>- We know why rules are needed when using technology</li> <li>- Children know examples of why some information should not be shared</li> </ul>
Individual Liberty	<ul style="list-style-type: none"> <li>- Consider the impact of choices we make in technology</li> <li>- We understand the importance of copyright and the rights of an individual to their property</li> </ul>
Tolerance	<ul style="list-style-type: none"> <li>- We find commonalities between different components</li> <li>- We are aware of the benefits and limitations of the world wide web</li> </ul>
Mutual Respect	<ul style="list-style-type: none"> <li>- Group work - sharing information online enables people to work together. Children create shared online projects</li> <li>- Aware of how others use information technology beyond our school</li> </ul>

## PE

	<b>In PE we promote the fundamental British Values by:</b>
Democracy	<p>A code of conduct for the school that permeates all subjects, including PE. Respect, Responsible and Positive.</p> <p>Pupils are taught about the need for different roles and different responsibilities, including teamwork and decision making.</p> <p>Enabling pupil voice for PE &amp; School Sport (e.g. re curriculum, extracurricular activities, kit).</p> <p>Taking a vote on the activities they want to learn about/participate in</p> <p>Selection of captains</p> <p>Discussion of tactics in a game scenario</p>
Rule of Law	<p>Pupils are taught about age appropriate rules, fairness and respect, through a variety of PE activities.</p> <p>The need for and impact of rules in sport and team activities.</p> <p>Pupils learn to work individually and in groups.</p> <p>An established ethos in PE with regard to how to win and lose fairly and understand good sportsmanship.</p> <p>Competition against oneself is encouraged in addition to competition against others</p> <p>The importance of respecting referees.</p>
Individual Liberty	<p>PE recognises individual differences.</p> <p>There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework.</p> <p>Pupils are taught safely and about safety.</p> <p>Participants devising their own games and activities</p> <p>Participation in physical activity as a means to understand your actions and decision making and their consequences.</p> <p>Physical activity as a means to empowerment, a boost in self-confidence, self-esteem, resilience and understanding how to protect themselves</p>

<p>Mutual Respect</p> <p>Tolerance of different faiths and religions</p>	<p>Pupils are taught about historical, cultural and religious differences, through a variety of PE activities.</p> <p>Learning about the sports and games of other nations and cultures</p> <p>The culture in PE respects cultural differences.</p> <p>Pupils are taught about the environment and different activity contexts.</p> <p>The school engages in competition and encourages competition within and across the community</p> <p>Team games – the need for tolerance and mutual respect</p> <p>Peer evaluation of skill acquisition or performance</p>
--	--

**DESIGN AND TECHNOLOGY**

<b>Democracy</b>	<b>Rule of Law</b>	<b>Individual Liberty</b>	<b>Mutual Respect</b>	<b>Tolerance of those of different Faiths and Beliefs</b>
<p><u>All Year Groups</u></p> <p>The children in each year group will be given the opportunity to make joint as well as personal decisions, work as part of a team and receive and give feedback in Design and Technology.</p>	<p><u>All Year Groups</u></p> <p>The children in each year group will be given the opportunity to work as a team as well as individually. They must agree on ways in which to work efficiently in order to complete the task set.</p>	<p><u>All Year Groups</u></p> <p>The value of individual liberty is evident within the Design and Technology curriculum. Learners protect their right to build on or challenge other viewpoints throughout the units of work.</p>	<p><u>All Year Groups</u></p> <p>The children in each year group will be given the opportunity to offer and receive feedback to improve their practice.</p>	<p><u>Year 6 - Food and Nutrition</u></p> <p>Year 6 children celebrate different cultures when making a variety of different breads.</p>

**EACH BRITISH VALUE - SUBJECT AND TOPIC SPECIFIC**

**DEMOCRACY**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>PSHE</b>						Know who makes the laws in our country and what happens if we break the law	

<p><b>HISTORY</b></p>					<p><b><u>Ancient Greece -</u></b> Children will learn about what democracy is and how it was developed in Ancient Greek times. Children will also learn how the work in Ancient Greece has impacted our lives today.</p>		<p><b><u>Women in Society -</u></b> Children will learn about how the role of women changed over time in different ways and the reasons for these changes. Children will understand how women fought for their right to vote.</p> <p><b><u>Peterloo Massacre -</u></b> Children will learn about how people protested for justice and the right to vote. Only the upper class could vote and the Peterloo Massacre paved the way for parliamentary democracy.</p>
<p><b>GEOG</b></p>			<p><b>Beside the Seaside- Summer 1 and 2</b> The Blackpool Council received feedback on the perception of Blackpool in the form of tourism decline. This led to a change in the form of the regeneration of Blackpool. Joint decision-making took place here where the appropriate people decided the most effective method to make Blackpool more appealing to visitors again.</p>		<p><b>Our World (Eastern Europe) – Autumn 1 and 2</b> Learners will compare the government/monarchy structure of Greece with their own.</p> <p><b>Our Earth (Rainforests)- Summer 1</b> Children will role-play taking accountability for leadership decisions when debating the act of deforestation in the Amazon rainforest. They will receive and give feedback within a P4C debate.</p>		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>SCIENCE</b>		Safety when exploring own senses / materials and following adult guidance	Safety when exploring materials and following adult guidance		Safety when exploring changes of states of matter and following adult guidance	Safety procedures when carrying out investigations	
<b>REL STUD</b>				Exploring fairness and justice	Guides for living-Exploring right and wrong		Racism
<b>PSHE</b>		<p>Permission is and when they need to ask for it</p> <p>Know what rules are and why we need them</p> <p>Know why some things have age restrictions</p> <p>Know basic rules for keeping safe online</p>		<p>Know the reasons for rules and laws in wider society</p> <p>Know the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>Know what human rights are and how they protect people</p>		<p>Know who makes the laws in our country and what happens if we break the law</p> <p>Know about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>Know ways to safely challenge discrimination</p>	<p>Know about the laws relating to drugs common to everyday life and illegal drugs</p> <p>Know that people have the right to choose whom they marry or whether to get married</p> <p>Know that to force anyone into marriage is illegal</p> <p>Know that social media sites have age restrictions and regulations for use</p> <p>Know about sharing things online, including rules and laws relating to this</p>
<b>HISTORY</b>						<b>Anglo Saxons and Vikings</b> - Children will understand the laws and settlements of the Anglo-Saxons and Vikings. Children will understand the Danelaw which was Danish law that was observed in some	

						parts of England at the time. Children will be able to compare and contrast how this is different to law in the 21st century.	
<b>GEOG</b>		<p><b>Our School- Autumn 1</b> In Year 1, children will look at what makes their school distinctly theirs and how the physical and human geography contributes to how it is run.</p> <p><b>Our Country- Countries and Seas- Summer 1</b> Children will explore the UK counties and their surrounding seas, exploring the characteristics of each region of the UK and how they are different.</p>			<p><b>Our Earth (Rainforests)- Summer 1</b> Children will learn how legislation can have an impact on both the physical and human geography of an area by debating which hypothetical law should be passed in relation to deforestation.</p>	<p><b>Energy and the Environment – Summer 1</b> Learners will explore the agreed ways of working, policies and procedures in relation to imports, exports and food miles.</p>	<p><b>Trade and Economics – Autumn 1 and 2</b> Learners will study global supply chain legislation and the procedures involved with trade links between the UK and El Salvador.</p>
<b>COMPUTING</b>		<p>Know why rules are needed when using technology</p> <p>Use technology safely</p>	<p>Use information technology safely</p> <p>Know simple examples of why some information should not be shared</p>				The importance of copyright law

**INDIVIDUAL LIBERTY**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>SCIENCE</b>						<p>Ethics</p> <p>Design own</p>	<p>Blood Donation</p> <p>Design own</p>

						experiment	experiment
<b>REL STUD</b>							<p>Racism</p> <p>Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace</p>
<b>PSHE</b>		<p>Privacy and that their body belongs to them</p> <p>Permission and when they need to ask for it</p> <p>Know what to do when they are feeling worried</p> <p>Know what to do if they see something online that makes them feel unhappy, worried or scared</p>	<p>Know what to do when they feel pressured</p>	<p>Know that bullying is unacceptable in any situation</p>	<p>Be able to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</p> <p>Have a vocabulary to sensitively discuss difference and include everyone</p>	<p>Know the importance of feeling included and how to make someone feel included</p> <p>Be able to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> <p>Know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</p> <p>Know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>Know that some people's gender identity does not correspond with their biological sex</p>	<p>Know that people who love each other can be of any gender, ethnicity or faith</p> <p>Know that people have the right to choose whom they marry or whether to get married</p> <p>Know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</p> <p>Know what consent means and how to seek and give/not give permission in different situations</p> <p>Know how companies encourage customers to buy things and why it is important to be a critical consumer</p>
<b>HISTORY</b>							<p><b>Women in Society</b> - Children will understand the</p>

							lengths that women protested to get their voice heard. They wanted to be equal amongst men and wanted their rights in society.  <b>Peterloo Massacre</b> - Children will understand that people protested for their voice to be heard within parliament. Children will understand that the people protesting at the time wanted to have a voice amongst the upper class.
<b>COMPUTING</b>		Consider the impact of choices made		Order commands in a program		Know some of the limitations of search engines	

**MUTUAL RESPECT FOR AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS, AND FOR THOSE WITHOUT FAITH.**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>SCIENCE</b>		Plants- Gardeners who look after out school grounds- Mutual Respect of them and our community and learning surroundings	Different countries/faiths: Prem Singh Gill (British/Asian) Dawood Qureshi (British/South Asian)		Looking after the wider environment	Brahmagupta (Hindu)	Religious views on evolution in a variety of religions
<b>REL STUD</b>	Differences between myself and others around me  Celebrating Special times  Special books	Diverse religions and beliefs  Beliefs and Special times	Diverse religions and beliefs  Beliefs and Special times	Special times for different religious traditions		Different Beliefs about death and afterlife	Racism  Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace

	Special people/Places of worship						
<b>PSHE</b>		<p>Permission and when they need to ask for it</p> <p>Understand the concept of 'respect'</p> <p>Know how people's feelings can be hurt and what can be done when they have hurt feelings</p> <p>Know about the impact of kind and unkind behaviour</p>	<p>Recognise the similarities and differences between themselves and their peers</p> <p>Know what constitutes as bullying</p> <p>Be able to identify hurtful behaviour</p>	<p>Be able to recognise and respect that there are different types of families</p> <p>Know the importance of respecting others, regardless of difference</p>	<p>Know the importance of respecting the differences and similarities between people</p> <p>Be able to recognise differences between people such as gender, race, faith</p> <p>Be able to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</p> <p>Have vocabulary to sensitively discuss difference and include everyone</p>	<p>Know what discrimination means and different types of discrimination</p> <p>Know that everyone should be treated equally</p> <p>Know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>Know the importance of feeling included and how to make someone feel included</p> <p>Know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</p> <p>Know the impact of discrimination on individuals, groups and wider society</p> <p>Know that everyone should be treated equally</p> <p>Know why it is important to listen and respond respectfully</p>	<p>Know that people who love each other can be of any gender, ethnicity or faith</p> <p>Know what prejudice means</p> <p>Know how to recognise acts of discrimination</p> <p>Know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</p> <p>Be able to safely respond to and challenge discrimination</p>

<b>HISTORY</b>	<p><b>(ongoing aim) - Talking about members of family and community</b> Children will hear about their peers' family and their community. Children will learn to respect differences in each other's families and communities.</p>		<p><b>Significant Individuals - Walter Tull and Rosa Parks -</b> Children will learn about these two individuals and the difficulties they faced. They will understand that these two individuals had great achievements in their lifetime</p>	<p><b>Ancient Civilisations -</b> Children will learn about four ancient civilisations around the world and understand the impact that they had on the world. These civilizations are from different countries and have different beliefs but respecting the influence on history they had.</p>		<p><b>Mayan Civilisation -</b> Children will learn about a civilization that originated from a different part of the world. They will learn about the achievements of this civilization and understand that they may have different beliefs.</p>	
<b>GEOG</b>		<p><b>Our Country- Countries and Seas- Summer 1</b> Children will explore the UK counties and their surrounding seas, exploring the characteristics of each region of the UK and how they are different.</p>	<p><b>Manchester and Mexico City - Autumn 2</b> Children will explore how the cultural heritage and traditions of another area are different as well as tackling stereotypes about this area which may be present.</p>		<p><b>Our Earth (Rainforests)- Summer 1</b> Children will learn the importance of cultural heritage in how they dictate an area's traditions and preferences in the context of the Amazon rainforest, such as rubber tapping and indigenous botany.</p>		
<b>DT</b>							<p><b>Food and Nutrition</b> children celebrate different cultures when making a variety of different breads.</p>
<b>COMPUTING</b>					<p>Know the current limitations of World Wide Web media Know the benefits of the World Wide Web</p>		
<b>ART</b>							<p>Yasmin K's work is inspired by the spiritualism of the Islamic faith.</p>

--	--	--	--	--	--	--	--