

British Values	EYFS	KS1	KS2
<p>Democracy</p>	<p>Pupils learn about people in our community who help us now and in the past. (fire fighters, nurses)</p>	<p>Pupils are encouraged to learn from the past about how best to be an active citizen in the Britain of today. Pupils may use vocabulary such as 'fair' 'unfair' 'better' 'worse' to describe their feelings about historical periods and events. Discussions may include:</p> <ul style="list-style-type: none"> • How our emergency services help society today. Could these services have made a difference during The Great Fire of London? 	<p>Our History Curriculum gives our pupils many opportunities to explore the themes of DEMOCRACY through a historical content, enabling pupils to compare both good and bad practices and drawing their own conclusions.</p> <p>Some content areas (although by no means all) by which pupils can develop their understanding of what DEMOCRACY is / isn't are:</p> <ul style="list-style-type: none"> • Anglo-Saxons and Vikings • Ancient Egypt / Ancient Greece • The Earliest Civilisations • The Roman Empire • The British Empire
<p>Rule of Law</p>	<p>Pupils learn the importance of taking turn. They know that they must follow rules to stay safe when in school and on visits.</p>	<p>Pupils explore the RULE OF LAW through cause and effect. For example, pupils are able to learn about laws that were created as a result of a historical event.</p> <ul style="list-style-type: none"> • Transport safety, roofs on trains, train timetabling, car seat belts. • Victorian child labour, linked to industrial expansion. • Being an active citizen • Rich and Poor, differences in the standard within homes. 	<p>Learning and discussing the different LAWS of civilisations and periods of history.</p> <p>Pupils learn about the RULE OF LAW through historical example of how laws have brought about a positive change or be used as a tool of repression, such as:</p> <ul style="list-style-type: none"> • The Roman Empire • Ancient Egypt • Women's Vote. <p>They also learn about how breaking the law and war can affect individuals and a wider society / civilisation.</p> <ul style="list-style-type: none"> • The Roman Empire

			<ul style="list-style-type: none"> • Anglo-Saxons and Vikings • WW1
Individual Liberty	Pupils can make choices about revisiting resources in provision. (favourite books, areas)	<p>Pupils are provided with historical role models whom made a difference by standing up for their beliefs or breaking down barriers.</p> <ul style="list-style-type: none"> • Amelia Earhart • Sir Nigel Gresley 	<p>Pupils are provided with historical role models whom made a difference by standing up for their beliefs or breaking down barriers.</p> <ul style="list-style-type: none"> • The Roman Empire- Boudicca and The Iceni • WW1 • Suffragettes – Pankhurst family
Mutual Respect for and tolerance of those with different faiths and beliefs.	Pupils learn to listen to others when they are talking about pictures, photographs, artefacts.	<p>Pupils are encouraged to look at history through different perspectives, such as eye-witnesses (Samuel Pepys) or secondary accounts and learn that opinions and memories can differ for a variety of reasons.</p> <p>Use terms such as: different and equal.</p>	<p>Pupils are able to use different sources and can reflect upon why accounts may differ (eye-witness, historical accounts, modern day reflections, rewritten narratives) and are able to see the value in each account.</p> <p>Pupils are encouraged to explore the different views through narrative, debate and discussion.</p> <p>Pupils are encouraged to explore the views of opposing sides:</p> <ul style="list-style-type: none"> • Roman Empire – The Iceni • British Empire, France and it's Empire, Russia – Germany and it's Empire, Austro-Hungarian Empire • Vikings – Lindisfarne residents