

Inset Day – Promoting Positive British Values

Curriculum Subject: Humanities – History and Geography

These subjects promote fundamental British Values in nearly every lesson. Key concepts which relate to the teaching of British Values in Geography lessons are - understanding the physical and human characteristics of places, the connections between places and people, interdependence, sustainability and cultural understanding and diversity. In History, the emergence of the British Democratic system is taught along with an appreciation of the cultural and ethnic diversity of places in the UK and beyond. Key skills of interpretation, analysis of sources, identification of bias, cause and consequence underpin the appreciation and emergence of fundamental British Values. Below are some of the examples used to promote these values in our teaching.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<u>Ancient Egypt</u> – handling artefacts, appreciation of other culture’s/history. How society was organised compared with today – concept of slavery. Beliefs about the afterlife.		<u>Mountains</u> – appreciation and management of mountain environments – Snowdonia and the Pyrenees. Conflicting use by different groups e.g. tourists.		<u>Ancient Greece and Islamic Empire</u> – legacy of these 2 civilisations on Britain.	<u>The European Union</u> – sense of European identity and respect for other nations, cultures and religions
Year 6	<u>Victorians/Industrial Revolution</u> – how British schools have changed over time. Empathy for poor children and child labour. Emerging trade union movement. Work of reformers – Barnado and Shaftsbury. Inventions. <i>Planning to do more on British Empire.</i>		<u>Natural Resources</u> unequal distribution of resources at home and abroad. Where does our food come from? World hunger – comparisons with the UK and selected examples in Nigeria, Malawi and Lesotho.		<u>North America</u> – physical/human geographical comparisons with UK.	<u>History link topic for Yr 7</u> – How English was England before 1066?
Year 7	<u>Norman Conquest</u> –Battle of Hastings – consequences for England - absolute rule by king.	<u>Japan and Tectonics</u> – Japanese culture. Empathy for people living in disaster zones.	<u>Medieval Realms</u> – own tradition and culture compared with Middle Ages. Relationships between church, monarchy and parliament – e.g. Thomas Becket and Peasants Revolt. Emergence of democracy – Magna Carta.		<u>Globalisation</u> – fashion and sport, unfair trade. Olympic Games 2012 – values and legacy.	<u>China</u> – comparison of political system. Physical and human geography

						and appreciation of culture.
Year 8	<u>Impossible Places</u> – Las Vegas and Dubai comparisons. Sustainable development. Workers conditions in Dubai.	<u>Power and Politics in the 16th Century</u> – development of political power – changes in the role of monarch and parliament.	<u>Climate Change</u> consequences for the British Isles, issues surrounding globalisation. Empathy for environmental issues.	<u>English Civil War</u> – the extent and pace of change for monarch and parliament. Empathy for people caught up in civil wars, then and now.	<u>Russia</u> – people and places and culture. Key idea of LEDC's and MEDC's. Introduction to political issues such as Russia's annexation of Crimea.	<u>Britain 1750-1900</u> – political, social and economic factors. The Slave Trade and Black Peoples of the Americas. Life in industrial Britain, trade and empire.
Additional Opportunities	Yr 5 - Visit by Professor McGinty – mobile museum – extending learning of Ancient Egypt.	Yr 6 - Visit to the Black Country Museum – social interactions with peers and adults while on visit as well as learning opportunities about life in Britain in the 19 th century.	Yr 7 - Visit to Stafford Castle – social interactions in a different learning environment. Learning about the power of the Norman conquerors.	Yr 8 – visit to Tamworth Castle to learn more about the Civil War and its consequences for England. Empathy, re-enactments and handling artefacts. Appreciation of heritage and culture.	Use of multi-media to promote learning opportunities – videos, visual presentations, computers and the internet.	Handling artefacts and looking at books from room 84 library